McGill reporter

VOLUME 2 NUMBER 20 23 FEBRUARY 1970

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MAN OF THE PEOPLE

an interview with Chinua Achebe

by MICHAEL SMITH and HARRY COWEN

To bring the reader up-to-date, the last report of Chinua Achebe was of a meeting between himself and American authors Kurt Vonnegut, Jr. and Vance Bourjailly in Biafra four days before the official end of the war. Bourjailly wrote in ***The New York Times Magazine,*** *25 January 1970 that Achebe was busy doing Government work and had "no time or inclination to write."*

Reporter: What do you see as the relevance of literature in politics?

Achebe: I feel very strongly, that a writer, to really be himself, cannot stand on the sidelines—especially now that I am involved in an intense revolutionary political situation. You see, in the past we thought that an artist, a creative writer, was interested in culture, and that culture was something made in the past: he was merely there to use it. In Africa one sees the creation of a revolutionary culture, which is the culture that the people live. If you take Biafra, for instance, in the very extreme situation in which she finds herself, you have a nation struggling to be free and struggling to create, after this conflict, a society that is just, progressive, stable, humane. What you see in fact is that Biafra is creating a culture for herself . . . the culture of tomorrow. This is the only culture that has any meaning. The other things that we regard as culture—the folk-tales and so on—these are all right, but they are dead. What is alive today (and this is the way I define culture myself) is the will, the co-operative will of a people to make a clearing in the jungle and establish a place of human habitation. And if they are disturbed or pushed about or are expelled from this place they have cleared, they move to another place and clear *it.* So culture is constantly alive, constantly changing, constantly responding to the needs of the people.

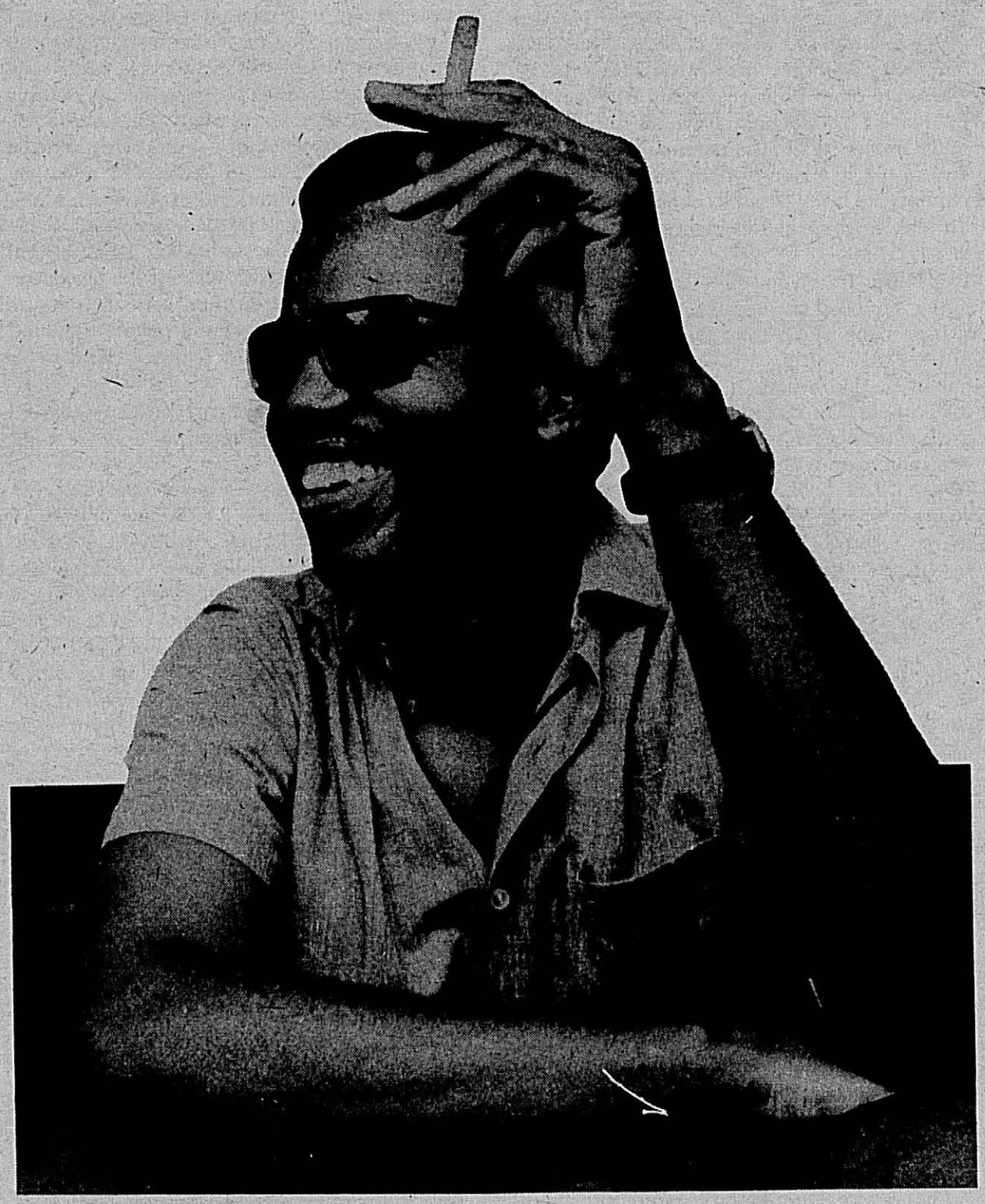
Therefore, how can the writer be out of his culture? It's impossible. He should be right there in the middle of it; he should, in fact, be heading it. If he doesn't, what he would be producing would be commentaries, footnotes on life.

Reporter: Can a writer extricate himself from his own tradition of writing—an inherited literary tradition, for example?

Achebe: I don't see any problem with this tradition of writing. A writer is a man writing for men. He operates within a human society. His business is this human society. Whatever traditions he might hold to, what you might call a literary tradition, is secondary to his place in a living community. Of course, I see

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Achebe/from page 1

the point. If one is a writer within a culture that has a long history of literature, one tends to be imprisoned in this tradition. Now his business is to break out. And if he does not have a tradition that is so set, so hard—like mine where there is a strong and very fluid oral tradition—then the job of breaking out is easier. But I think that a writer should always be trying to be free. He is doomed to be free.

Reporter: You yourself possess a developed political consciousness. What do you feel you can get out of the kind of tour you are undertaking just now—speaking at universities? Should not a writer in your situation be talking to the people?

Achebe: When you say talking to the people, that is very important. Well, who are the people? First of all, they are the people in Biafra. That is where I should be talking, and that is what I do. It just happens that we don't live in a vacuum . . . We live in a world, and what goes on here affects us, as we know. It is the guns that come from the big countries, like Britain and so on, with which we are being killed. So it becomes necessary to go out, perhaps, and try to explain what's going on and hopefully, to influence the thinking in those areas where the power lies (in terms of world power). This is the only reason for my coming out now.

Reporter: But does the power lie in the universities you are visiting?

Achebe: Those are the people that I can reach most easily. I am not thinking of this as a one-man effort. A writer can only talk to those who respond to writers. If I went to the State Department to talk to the officials at the Africa desk, they wouldn't know what I was saying. There are other people in Biafra who can talk to them. I do not underrate the importance of the university groups, the intellectual groups, and so on, in terms of final results. They are not likely to bring about a change immediately, but they might help in bringing about a change of policy.

Reporter: If anyone could perhaps take a major theme that runs through your novels, it is probably taken from the title of your first novel *Things Fall Apart.* Would you see this as one of the main themes of your literary work in terms first of traditional society coming to grips with modern society, and secondly of the contradictions within a modernizing society? In your last book, *Man of The People,* there comes a violent reaction against the politicians in the form of a military coup. How do *you* see this development of your work over these years?

Achebe: The development is not conscious. I mean, I didn't sit back in 1958 to say "well, first I will write about traditions, second about this, third about that." But that is how it worked out. In fact, what it means is that the needs of my society or the forces compelling me to write were related to the historical development of my society. You start off in colonial times . . . The need is there, because when the colonial masters came they said "you have no culture, you have no civilization, you have no religion. That is why we're here . . . You are *lucky* to have us here." Therefore, in response to that assumption, we found ourselves recreating previous cultures, previous civilizations as an answer to the arrogance of the colonial master, to say it crudely, "You are wrong. We did not hear of culture for the first time from you." Now, while the intellectual, the writer or the artist is saying this, the society is already responding to this challenge, trying to create what I call "building a new place."

The writer in that kind of setting finds himself a little behind . . . always talking about the last stage, and by that time the stage has moved further on. So that when we suddenly gained independence, new problems came up—the problems of what we, and the leaders, the politicians, could make of this freedom. And that is the whole point of my last book *Man of the People,* which was meant as a devasting satirical attack on the political situation in Nigeria. I was, in fact, trying to catch up, to say something important and relevant that might help my society to adopt or to adjust itself more properly to the needs of the people. Of course, the situation that developed in Nigeria has developed into a very extreme form today, the revolutionary struggle in Biafra. It is the struggle of a people who have found themselves challenging the kind of phony independence that we got from our colonial masters—asserting the right to the free men. The writer's business is to be in this formation of the culture of tomorrow, the African culture. And it has to be a culture that takes into account the political needs of Africa, the need to create modern progressive states, truly independent.

Reporter: What you seem to be suggesting is that by force of circumstances a nation is really being created in Biafra. Is this a nation *and* a culture?

Achebe: Oh, yes. Without any doubt. The two go together, you see. A nation is a people, and not just any people, nor any assembly of peoples. A nation is a people with a common, cultural consciousness. If this consciousness exists, you have a nation. It it doesn't, you don't have a nation. You may have a state, but that is a different matter altogether. We had a state created for us by Europe. Now there is nothing that says such a state might not succeed. So we tried, but we found it didn't work. Within Biafra, we have the possibilities of a nation, because this common cultural consciousness exists. And it is not just a question of people who have the same traditions. This cultural consciousness takes into account the projection of the people: what do they want their future to be? It is this will of the people to found a nation, to move forward, that I think we've got in Biafra.

Achebe: I haven't thought this through, so I

Reporter: Are you working on another novel at the moment?

am not writing a novel. I am too busy to begin with. A novel takes a lot of time and space and it is a relaxed kind of medium. I just do not have the wherewithal to do it. I did start plotting a novel before this big blow-up in Biafra—this was two years ago—and it seemed a reasonable novel to write. Then suddenly, when things happened so quickly, I realized it was unimportant. So I put it aside. I will no doubt return to write novels. I don't know what they will be about, but they will be different from anything I have done in the past, I hope. Meanwhile to fill in time, I write poetry, because the situation is more conductive to that.

Reporter: How about theatre?

Achebe: I think the theatre is very, very vital at this stage. In Biafra this is perhaps the most important area today. There are a number of plays being written. There is even an opera, which I saw and thought was very good. The communication is more direct. But I wouldn't say it was the only one, and that all other art forms should cease. Because one might go to a play at night, but at the same time one might also like to read a poem in the day-time.

Reporter: in your second novel, *No Longer At Ease,* the student who comes back from London, Obi, says that one of the best novels he had ever read about Africa, was written by Graham Greene. Was that sarcasm?

Achebe: It is sarcastic, but not a sort of sarcasm addressed against Graham Greene. What I was really getting at was that Graham Greene is a very sensible writer. He knows his limitations. Therefore, when he sets out to write a novel, an African novel, he actually writes about Europeans who happen to live in Africa. Which is very safe. These are people he knows. He can understand them, he can see what happens to them in a strange environment. He is not writing about the people, the owners of that environment; he wouldn't be able to do it, you see. Now, some other writers not so wise attempt to do the other thing, but without adequate knowledge. Knowledge is important, and not just book knowledge. To know, to talk, to communicate with somebody from a different culture, is not easy. And if you don't communicate or talk with him, how can you write a book about him? How can you make him the chief character in your book? You only see a two-dimensional thing, not really a human being. Take a book like Joyce Carey's *Mr. Johnson,* which I always quote in this kind of discussion. He was trying to write about a Southern Nigerian clerk, and he makes nonsense of this character, although I found that in Europe the book is regarded as excellent.

Reporter: Camera Laye in his book *Radiance of the King* went the other way around. Here is the case of an African who made the lead character in his book a European.

Echebe: This is a different situation, I think. It is easier for Africans to write about Europeans, than it is for Europeans to write about us. This is quite simple to my mind, because the European has written about himself . . . He has put all his thoughts into books. These books are available to us. So we start off with an advantage. But the main point is that in the *Radiance of the King,* Camara Laye was not trying to develop a character in depth. I think he was merely talking about the European in Africa, in other words, his idea of a European. We don't know very much about the protagonist, I mean what sort of a chap he is—that's not important, it is just the European in Africa going through certain trials and tribulations in order to discover himself in Africa. As a kind of fantasy, you know, that is perfectly all right. I found the book perfectly satisfying.

Chinua Achebe is from Biafra. His four novels are probably more widely read than any other recent African works of fiction. But to call Achebe Africa's greatest novelist on the basis of his literary success is to belittle him as a writer in his own terms. Achebe has moved beyond the simple documentation of historical events or revelation of personal tragedies. He has become an active participant in the redefinition of African culture.

All Achebe's novels are set in Nigeria. Although there was no chronological scheme intended, they reflected naturally the changing pace of Nigerian society in the 20th Century. His novels are inherently tragic. They deal with such themes as the corrosion of traditional African values and the intrusion of those from Europe. Often his characters are plagued with divided loyalties between their new urban environments and rural roots. These conflicting interests can lead to corruption, the abuse of power, and the destruction of human dignity.

In his last novel, *A Man Of The People,* Achebe brought his readers up to date. Its publication in January 1966 coincided with the military coup in Nigeria. The coup brought the author up to date as well. Achebe found he could no longer be a passive witness to the social and political turmoil around him. The writer is no less a man in the context of society as the characters in his books. The war in Biafra has forced Achebe to live rather than reflect on contempory events. As he explains in the interview: ". . . now that I am involved in an intense revolutionary political, situation . . . I see that a writer really to be himself, to be a writer, cannot stand on the sidelines."

TRIBES, INFORMATION, AND CONSCIOUSNESS

by HOWARD ASTER and STUART GILMAN

Despite massive experimental activity in education, the contemporary educational process involves little else but the continued dissemination of information for the continuance and further development of existing social and technological relationships—the status quo.

Unlike some previous educational processes, the present one progressively excludes the critical element. The technocrat possesses little knowledge and no wisdom—he is a person with technique and can be generally understood in precise behavioural terms. The humanist, on the other hand, possesses much knowledge and some wisdom but no technique, so that his knowledge and his wisdom have little value in a technological society. This is already a classic distinction and needs no further extrapolation.

Present trends in education, i.e. the expansion of student populations, the opening of new universities and other educational facilities, and the reconstitution of the university itself, aim at the further expansion and intensification of information dissemination. (None of these trends indicate an awareness of the distinction between information and knowledge and few seem to realize that knowledge is in no way being generated by or planned for in the new educational process, but this is not our concern here.) Contemporary education is, therefore, vitally linked to the exploding information industry. That is, we have begun to organize information along industrial lines, as this is the only way western society has devised to cope with all expanding spheres of its activity.

What does this imply? Poe's maelstrom has become an information holocaust. We exist, more or less, in an electronic information environment. We have even become aware of the sound of our own nervous system, another electronic noise, so that we know there is never any silence. Moreover, our bodies are subjected to an infinity of other noise sources—invisible ones like TV waves and radio waves—and there is nothing to be done for escape. Who knows whether or how we receive all the messages in the air?

We absorb information on a global level. McLuhan's taught us that partly. Japanese technology becomes part of my own information storehouse and I consume Japanese hardware without any racial prejudice. Or else the Volkswagen is as much a part of my sensory world and my suburban character as the Cadillac, if not more so. A South African heart transplant has implications for my own region and a bomb exploded in the north pacific has my student friends protesting thousands of miles away. Pollution in South America is my concern, and the amount of lead in arctic ice makes my hysterical. I speak about the war in Vietnam as though it were next door, as though my media experience of it makes it feasible for me to think and speak about it critically. But all that is an illusion. My power has in no way increased with the increase in information.

Mentally, I am familiar with the world. The range of my consciousness had increased a thousand times, but my power to effect change has been decreased a thousand times and I am even more alienated from the world than ever before. Also, all this consciousness, all this information, breaks down national or regional standards and permits the eccentric growth of each individual, making him more "original" but less understandable. We become more and more alone, and use various primitive rituals in order to create temporary cohesion and community. We borrow the clothes of the Iroquois, the slang of a yippie, the ethics of our film heroes, the mores of our social clique, the conservative education of our classroom, the puritan fantasy education of *Playboy*—and our identity becomes more and more diffused. We become anxiety-ridden because our consciousness has expanded and is expanding, but we have no way to synthesize, rationalize, or organize the content of our minds or our experience.

Also, our quantity of experience is increasing. We cannot even take the time off to organize mental material because the rate of increase of our information acquisition and the rate of increase of our experience are themselves increasing. For this there is no adequate metaphor unless perhaps we imagine ourselves trapped in the center of a sunburst. Each of us has become an international information centre. Within our sunburst we gather, absorb, and transmit in various ways the combined energy of all which bombards us. Or else, we are "killed" by information. At the center of our sunburst we become silent, incapable of handling the world and we die.

The educational body is the central institutional purveyor of information. It is, therefore, the prime instigator of this process and bears the prime responsibility for its effects. It, itself, has been unable to co-ordinate its teachers, books, and other sources of information (and sometimes knowledge) into a "method" which can permit the rational exploitation of information by its students. And by rational exploitation of information we mean that state of study where the student is "on top" of his work, rather than the work on top of the student. For today's student—even today's professional—is a victim to the information explosion. Man is no longer the protagonist in the drama of scholarship. Therefore, the student *in the world* (outside the class) is no less immune to information dispersion and disorder than he is in the university. Liberalism, allowing the marxist to teach alongside the conservative, is merely a disguise for confusion and the absence of standards. This, of course, is the irony of partial capitulation. Certainly the dominant class negates the thrust of the revolutionary class by giving in continuously, but the society itself continues to erode and becomes increasingly without identity or direction, much like a man who says yes to everyone and means it each time.

Our consciousness is responsive to information produced by much of the world. But we are responsive to this information as it is produced by electronic and other media—not directly. I do *not* know all that occurs in the world. rather I have a much deeper world fantasy than man ever had before. Yet, because of mythology about the truth in media (a picture's worth a thousand words, etc.) we react to the fantasy as though it were the real thing. For example, there is little debate about where the guilt lies in Nigeria. We have taken photographs and film from one point of view. That point of view is the point of view of our consciousness. We have experienced the war there as though we were Biafrans. How could our sympathies be other than with them? And how can we possibly know anything differently? (Isn't this a dilemma?) But the important point is that we do respond to our world information as though it were real and this means that in some deep way we also become (or feel we become) part of the global process. In other words, we identify with the characters in the information we receive and we react in a positive emotional way to them.

Now, it should be pointed out that some estimates for 1980 predict that about 90% of the urban population of North America will have been to university. This means that vast bodies of our population, concentrated in urban environments, will have been trained to absorb this global information emission. The urban environment will become a total educational forum, i.e. equating education with information, whereas knowledge is the connection of information to other bits of information by the individual himself. No urban dweller will be immune from a total involvement and participation in the global awareness. We will have become truly international and generalized men—citizens of the world in the deepest sense.

Today's man cannot cope with this. That seems obvious. Our minds at present do not appear to be withstanding the stresses of global awareness. Our feelings of powerlessness have increased and our sense of alienation and absurdity is greater. We reveal our subjugated role by all our hysterical and depressed reactions—revolution, violence, suicide, madness, drugs, primitive ritual, dropping out, war, pills, psychiatrists, social workers, psychotherapy, group therapy, group encounters, and mindless, useless, undirected *consumption*. We eat our troubles away, whether our eating is of BBQ chickens or colour TV sets.

The mind is a trigger for human action. Action divorced from information is meaningless. Automatic response and action without mind is the condition of the automation. However, information divorced from action is likewise meaningless. And so we become computer storehouses, machines exhibiting signals and short circuits, a complex receptor for no apparent purpose but to be a service to the economic forces which produce the information. We dump our surplus wheat in the ocean, but there is no dumping of surplus information: the human animal can absorb and absorb, or so it has been thought. Now, we are beginning

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to see that the information explosion is leading to—has already culminated in—the paralysis of action. All that speech and all that information and yet the war goes on in Vietnam. We have grown tired of the same repetitious scenario, which is all it ever was, existentially. We retrain our mental sights on something new—the latest craze in rock music, the latest drugs ritual, the murder of Sharon Tate. Dreams into dreams. We think we are in reality and forget we are nothing but a mind dreaming. That which happens in the world happens in our heads, we are all solipsists. We switch our mental selector and what was important in our dream yesterday (Vietnam, perhaps) is blacked out today.

So we increasingly become conscious of the absurdity of our consciousness. At best we come to recognize that a great joke has been played on us. We can accept, if we wish, being the dreamer, and recognize the farce of the media and their pretention that they bring us the world. But then, if we come to this, we must go insane, unless we can create another mode of existence for ourselves, a new philosophy of being, outside the action of media. Or else we must develop a rational philosophy which will permit us to deal with the media in an effective and humanistic manner.

The fact is, however, that we are nowhere near developing a philosophy for a method of dealing with the media and its effects. What we have is a general social psychic breakdown—a breakdown of standards, of mores, and of identity accompanied by a breakdown in self-confidence, integrity, and self-esteem. All things are true, opposites co-exist, everything is good for somebody, and we don't know any longer what to expect from any situation since nothing is predictable any longer. On the other hand, to protect ourselves against the continuous technological and human disasters that occur, we become blasé, incapable of being surprised or naive, because that would make us defenseless. The sky may be falling but we daren't look up.

Tribalism remains, for now, the prime means of social adhesion. Tribal radio, tribal theatre, tribal music, tribal collectives—all these represent the synthesis of and attempted solutions to negative forces still operating in our urban societies. Internationalism and internationalization, which were the popular hopes and predictions in the fifties and early sixties, will not be realized. Instead, we are witnessing and can expect to see the growth of tribalism. Perhaps we are achieving something like a medieval breakdown, an implosion of social units and also of the mind. Although nations will become, increasingly, nationalistic because (as Karl Deutsch points out) nationalism is the only means of establishing commonness among large groups, that is activity at the national level—something which will concern the regions less and less, and which will be less relevent as technology continues to expand.

Tribalism is the response to the technological era and the expanding global consciousness. The Canadian Indian will tell us that he has the answer to social organization and morale—his tribe is the model.

We cannot humanize the technological matter of the modern age. What we can do—perhaps—is use our expanded consciousness and our humanity in terms of our own internal time and space and in terms of the tribe to which we belong. The mind implodes—man acts in a global context but identifies concretely with small tribalistic organizations and explores the relations of himself to himself and of himself to those he can actually touch, those he can experience directly.

The educational process itself can contribute nothing positive to this development. It is the agency of the global consciousness, of mind-diffusion, confusion, and violence. It has become that and must remain that. It projects a four-dimensional information continuum into the universe touching every human antennae, and can be nationalized only in the tribal world.

This vision is Utopian: a tribalism that exists in the context of a global consciousness with the benefits of global technology (medicine, etc.) The tribal person *knows* the world and yet is also a fisherman; the tribal mother carries the problems of Wittgenstein in her head; an internationalized community has immediate dimensions of life which involve its own inner space and the intimate relations of its members. This is both the Marxist vision, and a second genesis.

THE ELECTRONIC UNIVERSITY

by ALASTAIR McKINNON

The three main concerns of the contemporary university are teaching, research, and what we may call the problem of self-government. To a far greater extent than most of us imagine, our activity in each of these areas is shaped and dominated by, in the broadest sense of that term, the techonology of the past. These remarks describe some of the possible benefits of replacing this technology with the computer.

Of course the computer is not the only electronic or technological device with which, as members of the university, we might properly be concerned; it simply happens I am more fully aware of its peculiar possibilities. However, much of what I have to say applies in principle at least to most of modern technology. Those who are more familiar with its other aspects can readily make the appropriate translations.

I should also point out that I have no interest, either financial or emotional, in IBM or any other computer organization. Nor can I hold out impressive or glittering hopes. I know, for example, that the computer will make enormous demands upon our patience and energy, that it will expose much of our professional humbug, that it will leave us quite without excuse for not doing our various jobs in a genuinely human and intelligent way.

There is a brighter side. Teaching will become more demanding but it should also become much more personal and rewarding. Research, particularly in the humanities, should become more scientific and professional. Decision-making should become more efficient and its results more satisfactory to all concerned. If you still feel unmoved by these visions, I should remind you of the population and information explosions: the computer represents our best and perhaps only hope of surviving these phenomena.

Perhaps this is the proper place to comment upon the suspicion that the computer is simply a modern gimmick being foisted upon the public by large and powerful corporations for their own economic advantage. I do not wish to deny the reality of such pressures, but I would suggest that the success of these pressures is due in part at least to a contemporary belief that what is possible is therefore also necessary. Without in any way approving of this response, I would simply point out that we are often dissatisfied with something, not because of any recognized or intrinsic inadequacy, but because we know there is a newer, better way.

The realization of the computer's fullest potential in either teaching or research will require the prior establishment of information networks, and connected therewith, adequate banks of machine-readable data. We need therefore to consider at least briefly these two concepts. The efficient use of the computer in policy making has other very different preconditions and the discussion of these can be postponed until we reach that area.

It is a fundamental law of the past, and hence of the technology of the past, that no person or thing can be in two different places at one and the same time. An information network breaks this law in an interesting and important way. Such a network links a number of central computers together by telephone line, thus permitting the same person to function as a teacher in two different universities at one and the same time. Similarly, it permits the same book to be simultaneously available from a single source and under identical conditions in two widely separated universities.

The possibilites of such a network are, of course, obvious. Imagine such a network in existence throughout the programmed instruction in, say, Introductory Logic or Elementary Russian. That instruction could be made available at any university within the system at any time of the day or night to any student enrolled in either course. Similarly, any book or text available in machine-readable form at any one university would also be available on precisely the same terms at any other. It would then no longer be necessary for every library to have every book it might conceivably ever need; under such a system it would be sufficient that the member universities of such a network should, between them, possess one or two copies of such books. It has been conservatively estimated that even on the purchase of new titles the system would cost approximately 88% less than the old. Such considerations will, at least in the future, make the adoption of information networks virtually inevitable.

The second matter requiring preliminary treatment is that of the provision of adequate

machine-readable sources. For the immediate future there appear to be but two conceivable possibilities. The first is the use of an optical scanner, a device which is supposed to read the printed page and write it in machine-readable form. I mention this only in order to discard it; the true state of this art is indicated by the highly artificial shape of the numbers on most current cheques and, equally, by the view of an acknowledged expert that it is now much less certain that we shall have a satisfactory optical scanner in ten years than it was ten years ago.

In fact, the only practicable means of securing large bodies of machine-readable data in the forseeable future is through the laborious and extremely demanding key-punching of the original text in machine-readable form. This involves the use of a key-punch, a machine have a keyboard essentially similar to that of a typewriter and producing, at least in most cases, punch cards bearing the information in both printed and punched form. These cards are subsequently read onto tape, which now constitutes the normal storage form for machine-readable data.

There are great advantages in having a text available in such a form. The present McGill computer can search the entire text of Kierkegaard's *Samlede Vaerker* (approximately 6,000 pages) in somewhat less than 30 minutes. This means that we can, for example, locate all occurrences of virtually any number of words or phrases within this time. Equally, granted an adequate information network, it means that someone elsewhere on the network could get comparable information while having his morning coffee.

But there is one other possibility about which I am reasonably confident. Economics and self-interest will, I think, drive the publishing industry to employ the computer as the very basis of the publishing process. This will have very far-reaching implications. Machine-readable versions of a newly published work, normally a few feet of computer tape, will be its primary mode of existence and, as such, the entity with the publisher will offer for sale to the university and other libraries. I shall have more to say about these prospects in the context of my remarks on research; for the moment I would simply point out that when the publishing industry is finally driven to take the computer seriously, the problem of the supply of machine-readable sources will have been solved. And now having secured both an information network and of an adequate data base, we turn to consider possible applications of the computer in the area of teaching.

Teaching

Much of the experimental work in computer-assisted instruction (CAI) as it is usually called, has been done at the elementary level in courses such as Logic and Russian. We shall focus on this kind of instruction and hope we may learn something of its application at other levels and in other subjects.

Recall if you will the traditional teaching situation in these two areas. Teaching assistants aside, it does not in the least resemble Leacock's model of two men on a teeter-totter. In fact, it usually consists of one professor making some pretty dull and obvious points to some hundred-odd students. In the crudest terms, his task is to get most of the students to most of the lectures and, that done, to steer a middle course between boring the brightest and losing the dullest. With skill and experience he can perhaps learn to keep half the class happy.

Consider now the outward changes which might result in such a class with the adoption of CAI. The course is no longer given Monday, Wednesday, and Friday at 9 a.m. in L20; indeed, it is no longer given at any particular time. Rather, it exists as a programmed course of instruction stored in the central computer and available to the students through remote typewriter terminals having direct, real time access. When he wishes to work on this course, the student simply goes to a vacant study carrel and types his name and the course number. The computer, having checked his progress to date, responds by having the typewriter print out the next question. Correct response by the student brings (hopefully) appropriately expressed approval and, more importantly, the next question. Wrong response normally prompts the machine to repeat the question and, if the answer is still wrong, to begin a systematic exploration of the student's present difficulty. It may, of course, be some point covered in the immediate past, a point in respect of which the student once provided the right answer without fully understanding all that was at issue. Alternatively, it may be some quite basic point which the student has now forgotten. The important thing is that such programs are specifically designed to locate the source of the student's difficulty, to make sure that he understands its nature, and to get him moving forward again as quickly as possible. Such programs are also designed to provide the amount and kind of learning reinforcement most suitable to the particular case.

The computer can grade the student's performance in a surprising variety of ways. Within a pass-fail system it can award a passing grade to a student who has completed the course or, if appropriate, to one who succeeds in reaching some pre-determined point in the program. Alternatively, it can be assigned a numerical grade or combination of grades reflecting the student's demonstrated skill, intelligence, response, rate of progress, etc. By the same token, it can effectively combine both of these marking procedures; it can, for example, refuse to award a grade to a student who has not passed a certain point, but, having assured itself that this quantitative demand has been met, then proceed to make qualitative assessments of the kind already indicated.

There is, of course, an obvious objection. Such a system seems to be completely impersonal and to deprive the student of direct contact with his professor. If this was true I should regard it as a serious defect. But I believe that it rests upon a serious misunderstanding. Specifically, it confuses individual with personal attention and, by extension, help with merely intellectual problems with genuinely personal assistance with other more subtle and personal ones. So far as the former are concerned, the computer can clearly be more helpful than most of us. In effect it can give complete and undivided attention to tracking down the precise source of the individual student's error at any given moment. Yet more surprising it can give such "undivided" attention to as many as 250 students at one and the same time. Not many of us, I think, would claim to be able to perform such Herculean labours. But the real value is, of course, in another area. The professor who has been saved the tiresome labour of identifying the source of a hundred different confusions is still there, not simply as a teacher of logic, but more importantly, as something more than a mere teacher of logic. He is there as a human being, hopefully a human being willing and able to respond to the student's more personal problems and interests. From his point of view the chief difference is only that he has been spared much repetitious, dull and soul-destroying hackwork.

If I am to draw conclusions from this, I must I suppose provide some minor premises. It appears self evident that the computer can undertake at least certain kinds of elementary instruction more successfully than most human instructors. It seems equally clear that it can do this much more efficiently and economically. Again, it is clear to me that the most important areas of human thought and endeavour are those which lie beyond the competence of the machine; we should be eager to free human energy and resources for work within these areas. In the near past we may have imagined a limit to possible knowledge, and perhaps instinctively may have reserved an area for what we imagined to be strictly human endeavour. Such illusions should no longer condition our responses. We cannot now even imagine a meaning for the phrase "the end of human knowledge" nor a day in which there will not be fresh human capacities to develop and explore. It seems then entirely reasonable to welcome the computer as a teaching aid; always, of course, with the understanding that we ask it to deal with problems that we have in some sense already mastered in order that we might be free to turn to devote ourselves to others which we can perhaps only now begin to imagine.

I should perhaps comment upon the probable effect of such a change in two areas of vital concern to most teachers. As I have already attempted to indicate, this should mean freeing the teacher in order that he may relate to his students in a more truly personal way. Unfortunately, there is already evidence that some teachers will not welcome this new freedom. My own counsel in this connection is simply one of patience: when the teaching role has been fashioned in a more human image it will cease to attract those with acute needs for a pedestal upon which to stand. The other problem is, of course, that of the possible decrease in the number of available teaching positions. Such worries are no doubt real but, in my scheme at least, not well founded. This is true even allowing for the operation of an information network. The writing of a program for CAI is a very considerable undertaking and might well be done in the first instance at least as a cooperative labour of all prospective users. Certainly at every stage of its development it requires and deserves the attention and overview of the very best minds in the field. The goal in any event is not to decrease the number of teachers but rather to make more widely available instruction by the very best minds in a particular field.

Research

The application of the computer in scientific research is too obvious, well-known, and specific for me to offer comment. In any event I am not competent to do so. Instead, I wish to call attention to certain matters which may be of more general interest. Specifically, I hope to show how the computer might be used to enable the researcher to keep abreast of work in this field and to speak, at least briefly, about some other and less familiar computer applications. I shall treat the first in terms of the sciences and the second in terms of the humanities. This is to some extent an artificial distinction, and it is a simple matter to make the requisite translations.

Most working scientists have two distinct jobs, both of them virtually full time: carrying out their own research, and keeping up with that of others. At the moment the latter is assuming ever larger proportions and the process is almost certain to continue. I want therefore to suggest several ways in which the com-

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Electronic/from page 5

puter might be used to cope with what is, quite literally, an information explosion.

The first is quite simple but is best described by the cumbersome phrase, "automatic bibliographical information retrieval." This is an extremely simple and straightforward process which requires only the storage of the relevant data in some machine-readable form. For example, one file might contain the titles of all articles (together perhaps with certain key words or brief abstracts) appearing over the last twenty years in the thirty main periodicals for the field or subject in question. Given such a record the researcher has only to indicate the particular area of his interest. In this way he can obtain almost immediately all relevant information and thus acquire a complete bibliography for his research project, discover whether a given researcher's report has yet appeared, or perhaps even do something so eminently satisfying as discover a reference that has long eluded him. The great merit of such a system is that it is simple and inexpensive and at the same time of great use to the busy researcher.

The second method is much more complicated and, in principle at least, involves the content analysis of an entire text, whether a paper or an entire book. For practical purposes, then, it pre-supposes computer-based publication. Such publication is more than a remote possibility and the subject is therefore worthy of at least brief comment.

For many years now the abstracting of scientific papers has been one of the chief instruments of communication within the scientific community. Recently, several American centres have developed quite sophisticated abstracting procedures using what is currently called content analysis. This is a thorny subject and prompts considerable disagreement among the experts about even its basic nature. But if there is dissension at the theoretical level there is also substantial accomplishment at the practical one. For example, several years ago a computer in California analysed a standard Russian military text and, quite on its own, reproduced the original titles for almost all of its fifteen chapters. From this and numerous other performances it is now clear that such a program can compete in both quality and cost with the standard manual methods. It is therefore likely that the computer will take over this field in the forseeable future.

The keeping and updating of all such files, at least within the sciences, will no doubt in the future be the responsibility of the National Archives. For the moment however there are ample opportunities for the individual scholar and university to contribute to the construction of such files and at the same time assist substantially in the dissemination of information within their discipline. The chief condition is simply access to some computer-based printing firm.

From the point of view of the author the publication of a work may well seem an end in itself. From a broader point of view, however, its dissemination and assimilation by other members of the profession is equally important. Here the computer can be of real assistance. For example, journals can and should be published in both a printed and machine readable form, the former going to its regular subscribers and the latter to any interested archive. This type of publication has many advantages: computer printing is considerably cheaper than conventional methods making greater volume available at equal cost; proof-reading, indexing, and content analysis are virtually automatic and are part of the printing process. Scholars in universities with specialist interests in a particular field would do well to note these possibilities. A journal produced in this way could become a very important and useful clearing house and, properly run, could go far to solve the problems of both publication and assimilation.

I turn now to some of the more obvious applications of the computer to research within the humanities. In doing so I shall assume the availability of the requisite source texts. Of course, I do this only for the sake of simplicity; in fact, as I have explained, this is at the moment the greatest difficulty in the way of all such research.

One of the most obvious uses of any machine-readable literary text is the making of a concordance. This experience can give the scholar an intimate and first-hand acquaintance with the text and, if it is published, provide others in the field with an invaluable tool capable of transforming scholarship in the area almost overnight. Those who have any doubt about this claim should reflect on the fact that the extremely high level of current Biblical scholarship is, in large measure, a function of the fact that Biblical concordances have been available for nearly 200 years. Of course, we no longer have unsalaried clerics to undertake such labours and in any event the economics of our society would not permit such extravagance. But we do have computers and there is no good reason why these should not be used to produce concordances to any literary work truly worthy of serious study. This is particularly so now that they can also be used to print the result, thus avoiding both costly typesetting and the errors inevitably produced thereby.

A second use, which may be viewed as a supplement or alternate to the first, is the making of an *index verborum.* I can perhaps illustrate the nature and role of such a project by reference to my own Kierkegaard project. Though our original concordance will run to some 1,500 pages and contain some 100,000 entries it will, because of the vast bulk of the original source text, concord only some 500-odd words. We are therefore presently at work constructing an *index verborum* which will provide the page and line reference in the Danish third edition for every occurrence of every word except those already treated in the concordance and those articles, prepositions, etc. with a frequency exceeding, say, 2,000. This, used in conjunction with the page correlation volume which we are presently producing, will mean that any scholar working with the English, French, or German translation, or with the earlier Danish edition, can easily and quickly discover every occurrence of any word in which he may be conceivably interested. It may perhaps be worth pointing out that while we originally considered a similar volume as a supplement to the *Wittgenstein Concordance* it now appears likely that that information will simply be kept on tape; the point I wish to make is that while our age still has a "book mentality," computer tape is in fact a more efficient and practicable way of storing and disseminating certain kinds of information.

Of course not all literary uses of the computer are so simple and undemanding. One area which has generated a good deal of both scholarly and popular interest is that of author identification studies. These would seem to be interesting and valuable both in themselves and in their consequences. Again I will illustrate with reference to my own work on Kierkegaard. Though the pseudonyms project was originally begun on the assumption that Kierkegaard was a special case it now seems entirely possible, to us at least, that to a greater or lesser extent other authors may also have alternative belief systems and personality configurations and that the plotting of these would in fact lead to a newer and fuller appreciation of their thought. One thinks, for example, of Hume's relation to the various speakers in his *Dialogues on Natural Religion;* a careful study of the relation between their vocabulary and his would, I suspect, shed interesting light on the nature of Hume's own underlying or perhaps unconscious beliefs.

Another possible application, further out for the computer but still within the bounds of present possibility, is the extrapolation of belief systems. So far as the great thinkers of the past are concerned we have in effect been confined to their explicit utterances on a given subject or to what the human mind might possibly infer from their statements on related questions. In fact, this limitation can now be largely overcome. In principle it is already possible to construct the postulates of a philosopher's system or systems of belief and to proceed by logical inferences to the extrapolation of a missing opinion. It is possible, for example, for the computer to uncover a thinker's beliefs and presuppositions including those of which he was himself quite unconscious. This is simply the kind of thing that good historical scholars have always done as a matter of course; the difference is that the computer can perform inferences so long and complex that they are in fact beyond the capacity of the human mind. An obvious application is the construction of critical editions. I illustrate with the following simple example. Imagine that you wish to construct such an edition of a work for which there are but four extant manuscripts, which for simplicity we may call A, B, C, and D. If there is indubitable external evidence that one of these has the strongest claim to authenticity the computer can be programmed to honour this claim. Alternatively, it can decide which manuscript contains fewer variant readings, which in all probability was the original source, and which, in consequence, is to be given pride of place. Alternatively, it can assemble the relevant evidence in an orderly way and thus enable the scholar to form his own judgments in conjunction with such other facts and evidence as he may have at hand. All this is quite impressive but it is perhaps only with the printing of the work that the advantages and power of the computer are fully evident. Whether following a single manuscript as normative or treating all four as in principle equal the computer can reconstruct the running text at the same time recording and identifying all variants and printing these either as superscripts or footnotes. If, for example, all texts agree in the first twenty-three words it will reproduce these without comment and if the twenty-fourth differs in manuscript C it will continue with the twenty-fourth word as found in the A, B and D and report the C reading as a variant. Of course, had the C source been identified as normative the computer could have been programmed to reproduce its versions of the twenty-fourth word and report the other three as variants. And so on, *ad nausea.* In short, the computer has that wonderful combination of patience, organizational skill, tirelessness, and rigour which makes it ideally suited for such very important but, for some at least, essentially tedious and boring tasks.

As you will have noted, my discussion of teaching dealt only with instruction at the elementary level while my comments on research have been expressed in terms of the needs and activities of established scholars. I

should perhaps therefore underline the fact that I totally reject any hard and fast distinction between teaching and research. One of the great merits of the research applications noted above is that they provide an almost ideal base for senior and graduate instruction. This is a question about which I feel most strongly. Of course we all welcome these facilities for our own work, but that is not enough. We must also welcome them for our students. Neither work nor academic drudgery is an end in itself whereas the attainment of genuine understanding is. If it is good for a student to discover as much as he can about Kant's use of a particular concept then it is also good for him to do so as thoroughly and efficiently as possible. Our students will have to come to terms with ever increasing bodies of knowledge and for their sakes we should covet every device which will aid them in this task. As teachers we have a duty to prepare them for the future and this inevitably means teaching them to cover more ground and to do so more thoroughly and more deeply. We must see that they are provided with the best facilities and must not allow ourselves to be put off by the fact that in the future our undergraduates may inherit research facilities of a kind and quality which even our most distinguished contemporary scholars cannot command.

The computer confronts all who would use it with its own peculiar demands. Of the younger generation it will ask a discipline and rigour which many will find harsh and some reject as entirely unacceptable. Of established scholars it will require openness to new ways

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McGILL AT EXPO 70

by DOROTHY TRAINOR

McGill's Montreal Neurological Institute will provide the medical exhibit to be shown in Expo 70's Canadian pavilion. It will be the only medical exhibit in Canada's "Palace of Mirrors."

The method of fluorescein angiography and radioactive tracer studies to be exhibited was developed at the Institute's Cone Laboratory. In it, high resolution techniques of quantitative and qualitative measurement combine with rapid sequence photography to study the hemodynamic and structural features of the brain blood flow. Thus, at Expo 70, a colour film, mounted wall displays, and a mock-up of the sophisticated instrumentation used will give dramatic evidence of inventiveness in Canadian medicine.

The development of this extraordinarily sensitive method to study the blood flow in the brain's surface vessels was evolved over a period of eight years. Dr. William Feindel, Dr. Y. Lucas Yamamoto, and Mr. Charles Hodge are the members of the research team—all of the Montreal Neurological Institute. The task they set themselves was a step-by-step amplification of present methods and original techniques. What they have formulated is of very considerable scientific interest.

In addition to the Expo 70 exhibit, other recognition has come their way. Recently, they were invited to show the demonstrative film and accompanying displays to 3,000 neurologists and neurosurgeons at the 9th International Congress of Neurology in New York. Reaction was highly favourable.

Dr. Feindel explains, "We have been developing this combined method for the examination of human cerebral microcirculation during craniotomy to provide the surgeon with information of practical value for the surgical management of brain vascular lesions. At the same time, this method affords a means of learning more about the detailed anatomy, patterns, and quantity of blood flow in the pial and cortical circulation."

Dr. Feindel is Neorosurgeon-in-Chief of the Montreal Neurological Hospital, Director of the Cone Laboratory, and Cone Professor of Neurosurgery. Dr. Yamamoto is Assistant Professor of Neurology and Neurosurgery, and Mr. Hodge is in charge of the Department of Neurophotography at the MNI.

The Expo 70 exhibit is bound to attract a lot of attention. The colour film was produced by the three researchers at the Institute to show various aspects of the technique. Commentary in Japanese is by Dr. Yamamoto, while the other voice is that of Dr. Feindel. Mounted wall displays will tell the story of how, using this combined method, the cerebral microcirculation is studied in both humans and animals. There will be a mock-up cabinet display of the various instrumentation used. Central to the latter will be a model of a transparent human head to which will be attached an eight-channel probe. The probe consists of miniature gamma detectors (lithium drift silicon) attached to eight sites on the exposed cranium. For the purposes of the exhibit, small flashing lights will simulate the mini-detectors.

In this technique, fluorescein dye and radioactive tracers are injected into the carotid artery to provide fine details of the flow patterns even in the small cerebral vessels. An ongoing high-speed cinematographic technique developed by Mr. Charles Hodge provides a further dimension for study in addition to the tracer method. Mr. Hodge's proficient method of rapid sequence photography records the passage of the fluorescein. Then the eight-channel nuclear detector system signals the precise arrival time of the radioactive tracers at various points in the blood vessel system of the brain.

The detectors and associated electronics were developed by Simtec Industries Limited of Montreal to the specifications of the MNI research team. Therefore, an offshoot of the exhibit is a demonstration of a nuclear electronic device applied to medical use and supplied by a wholly Canadian-owned company.

The following will illustrate two of the uses of the MNI technique. Fluorescein is not retained in the normal brain. If dye is retained, there is an abnormality and it will give what Drs. Feindel and Yamamoto refer to as a "halo effect." In this way, an abnormal condition—not formerly observable by ordinary X-ray angiography—is shown in sharp contrast and detail. Another "first" is that quantitative measurements of timing and blood flow through the brain's individual arteries, capillaries, and veins can now be consistently recorded.

Dr. Feindel emphasizes that this research was supported by the Cone Memorial Fund of McGill University and by the Medical Research Council.

Of the three investigators, perhaps Dr. Yamamoto is the most pleased at the thought of exhibiting at Expo 70. Japan is his country of origin. The exhibit has an extra significance for him and he considers it a signal honour.

Expo 70 will be the first world's fair held in the Orient and will run from March 15th to September 13th.



Some components of the medical exhibit to be shown in the Canadian pavilion at Expo 70 are discussed by Dr. Y. Lucas Yamamoto, Dr. William Feindel, and Mr. Charles Hodge. It will demonstrate the sensitive and highly sophisticated method of fluorescein angiography and radioactive tracer studies developed by them at the Montreal Neurological Institute.

SENATE REPORT

by TOM PERLMUTTER

If the business of Senate was but little furthered at its meeting of Wednesday, February 11, a debate (rather futile) was still provided on the question of the integration of the social and physical sciences for the benefit of human advancement. The debate (which occupied all of Senate's time) was sparked by the proposal that McGill sponsor a Mineral Exploration Research Institute. At best the (at times) heated debate pointed to a division of opinion between the natural scientists and the social scientists-humanists. Pious statements were made on all sides concerning the social responsibility of the sciences; but whereas the social-scientists wished to integrate their activities with the physical sciences the scientists felt that each field should carry out its activities separately without a common point of referral.

Vice-Principal Oliver reviewed the background of the proposal which originated with the department of Geological Sciences. At its first consideration by the Academic Policy Committee Professor Aronson had drawn the committee's attention to the implications of such research on the indigenous population of the North and the notion that the Social Sciences should be concerned with this project. The proposal was then referred to a sub-committee and the results of their study was the original decision of the Academic Policy Committee urging McGill sponsorship of MERI on the condition that the Social Sciences be given high priority in the institute. The Committee on Research felt this decision changed the nature of the operation and asked the Academic Policy Committee to defer further consideration. The Committee on Research then revised these recommendations which were then adopted by the Academic Policy Committee. These were the recommendations now proposed to Senate:

1) That McGill University accept the role of sponsor to the Mineral Exploration Research Institute, provided that the terms of reference under which MERI would operate shall permit and encourage the inclusion of research studies into the impact of mineral exploration on native populations and natural environment;

2) that the representative or representatives of the University on the governing body of the Institute be appointed by a selection committee on which the social, biological and other scientists concerned with the environment are represented;

3) that the University review the progress of the Institute towards its goals after three years from its foundation;

4) that McGill set up a project committee with the following powers:

a) To approve, on the University's behalf, an application for Letters Patent establishing a Mineral Exploration Research Institute with terms of reference and organizational structure as outlined in Sections 2.1 and 2.2 of the Brief prepared by J. E. Riddell, dated April, 1969, and incorporating the recommendations of the ad hoc Subcommittee of the Academic Policy Committee dated December 1, 1969. [There is a document entitled "A Proposal that McGill University be a sponsor of the Mineral Exploration Research Institute" which summarizes this brief.]

b) To appoint representatives to one or more joint committees which will be set up with representatives of co-sponsoring universities, federal and provincial governments, professional institutions and societies, the mining and mineral exploration industry, and such others as may be deemed appropriate for the purpose of establishing MERI as a national institution.

5) that recognizing the relevance of the research to the Quebec community, McGill warmly welcome the possibility of the participation of L'École Polytechnique as co-sponsor of the proposed Institute.

The Academic Policy Committee further wishes to report to Senate that the above recommendation was passed at a meeting held on January 15th, 1970 with four members voting in favour, three against and one abstaining.

Vice-Principal Oliver moved, in the name of the Academic Policy Committee, that Senate approve the 63rd report of the Academic Policy Committee. The motion was seconded by Dean Bell.

Mr. Chinloy expressed his concern with the references in the Report to the Mining industry and the exploitation of the indigenous population. He felt that the social implications of the Institute be further specified and moved, seconded by Mr. Ungar, that the Report be tabled. The motion was defeated.

Professor Henry said that the proposals recommended to Senate did not give adequate guarantees that the social sciences would be included in such an institute. She then moved an amendment to the original motion asking that items 4 and 5 of the previous decision of the Academic Policy Committee be added to the list of recommendations on page 1 of the Report:

4) that in the case where a proposal for a research contract is being made by the Institute to a finding body, the proposal should include such items of a sociological nature as have been submitted to the governing body of the Institute and found relevant to the project as a whole, and that the Institute invite research and programme proposals related to the sociological aspects of mineral exploration to be carried out under its aegis.

5) that in the case of allocation of uncommitted funds of the Institute, the governing body should give a high priority to proposals in the social sciences involving factors such as those mentioned by Dr. Aronson in his commentary, or their spirit, and that as staff members are added to the Institute priority be given to obtaining the services of social scientists prepared to work in such areas.

The motion was seconded by Mr. Chinloy. At this point, after some bitter backbiting, Professors Aronson and Stearn (of the Geological Sciences Department) were invited to join the discussion.

Many of the members in agreement with Dean Bell felt that recognition should be made of the importance of social and environmental research in the North but that it should not be tacked on to a purely physical science project such as MERI; rather the social sciences should come up with a sound research proposal of their own. Professor Yaffe mentioned the fact that the physical sciences had fought hard for their research money and for the social sciences to exact an "academic tax" from MERI would create a lot of resentment. Professor Pavlasek felt that the purpose of the debate was to create a vendetta between the physical and social sciences. He wondered whether in the future the social sciences could exact a similar "tax" on other physical science projects.

Professor Aronson noted that in the context of mineral exploration and the proposed Mineral Exploration Research Institute, there was a direct effect on the people living in the North. The question was how to enhance greater control over their own lives on the part of the indigenous people. He felt that this would be an obvious opportunity to marry the social and physical sciences. To add paragraphs 4 and 5 would make the difference between a pious statement and a built-in guarantee of social science participation. He concluded by saying that the mineral exploration process had made people in the North dependent instead of independent and that the social science proposal would help to redress the balance.

Mr. Journet stressed the importance of environmental as well as the social factors and moved a sub-amendment "that in paragraphs 4 and 5 the words "and environmental" be added after the words 'sociological' and 'social'."

Professor Lloyd said that the social science proposal would have no impact on the North and that in this respect no legislation would be of help. He favoured the original motion "which would allow the University to get on with a good, honest scientific job."

Professor Vogel, quoting the Tripartite Report, pointed out that research should only be undertaken when it was for human advantage. He remarked that the University desperately lacked a relationship between technological and human advancement. He added, in answer to Professor Lloyd, that legislation was necessary, because it came after the fact of despoliation and because "our physical science brothers have ignored the human environment from the start." (Cries of No! No! from several members of Senate.) He noted the necessity of marrying technology with the human, social problems right from the start.

Vice-Principal Frost said Senate was being asked that the University sponsor something that had not taken shape yet and had no content. Therefore, he moved, seconded by Professor Anhalt, that the report be tabled. This motion was defeated.

Vice-Principal Dion moved that all pending questions be put. The motion was carried.

Mr. Journet's sub-amendment was voted upon and carried by a vote of 15-11.

Professor Henry's amendment to the motion was voted upon and defeated by a vote of 19-13.

As an amendment to the motion Professor

REPORT OF THE COMMITTEE ON RIGHTS AND RESPONSIBILITIES IN McGILL UNIVERSITY

30th January 1970

Dr. H. Rocke Robertson,
Principal and Vice-Chancellor
McGill University

Dear Principal Robertson,

The Committee on Rights and Responsibilities instituted by the Board of Governors, the Senate, the Students' Society, and MAUT, and convened by you in August 1969, has now completed the first phase of its work and hereby submits its report.

You will note that the composition of the Committee is slightly changed from that originally arranged for in that five students, rather than three, were participants in our deliberations. I am sure the instituting bodies would be in agreement with this change.

Copies of this report have been forwarded to the Chairman of the Board of Governors, to the President of the Students' Society, to the President of MAUT, and to you.

Respectfully,
L.E. St. Pierre
Chairman

This report is the product of deliberations which were begun in August of 1969 by a committee of fourteen selected by four groups from the university community. The groups represented are: the Senate, the Student Society, the Board of Governors, and the McGill Association of University Teachers. The composition and experience of the committee have allowed it to approach the questions at hand from a viewpoint which is both contemporary and hopefully sympathetic to the needs and aspirations of all members of the University Community.

In this report are set out the rights of members of this community and the responsibilities which each of us must assume if those rights are to be exercised. It is accompanied by a set of disciplinary procedures to be applied when acts of misconduct are committed. This latter document is based on the present code of Student Disciplinary Procedures which has been modified so as to make it applicable to all members of the community.

It is assumed that this code of rights and responsibilities will be administered with compassion and intelligence, and it is the intention of this body that, in the main, infractions of the code will be handled so as to neutralize and correct situations rather than to exact penalties. The objective must be to establish and maintain an environment conducive to our needs as teachers and learners. It is our firm conviction that the acceptance of the responsibilities outlined will allow us to exercise our rights so as to establish a degree of freedom far surpassing that available in the community at large.

During the course of our deliberations it became evident that many problems that exist in the university and which erode the quality of community life, are not associated with transgressions of a code of conduct. They result, for the most part, from inadequate provisions for the handling of grievances. These grievances are directed more toward operations than toward people. Nevertheless the result can be a general discontent which, in the extreme, finds expression in measures which are detrimental to the whole community. To cope with such problems, we have recommended the institution of grievance procedures available to all members of the community. Furthermore, since it is recognized that there may be areas where there is doubt as to where a grievance may be aired or a personal inhibition which would make the usual grievance paths undesirable, we have also recommended the institution of the office of ombudsman.

Committee Members

Governors
Mr. S.M. Finlayson
Mr. F. Kaufman
Dean J. Durnford
Senate
Dean J. McCutcheon
Professor Helen R. Neilson
Professor L.E. St. Pierre
MAUT
Professor Muriel Storm
Professor Lloyd Thompson
Professor Trevor Lloyd
Students
Mr. Julius Grey
Mr. Charles Flaum
Mr. Martin Shapiro
Mr. John Whitelaw
Mr. Rowan Lalonde

The Rights of Members of the University Community

The functions for which a university exist are learning, teaching, performing research and rendering public service. It is clear that, for the members of this community to be able to exercise and perform their responsibilities and duties to the greatest advantage to the university and to themselves, there must exist an environment free from unreasonable intervention, obstruction or disruption.

To establish and safeguard such an environment, it is necessary to have a code which will be applicable to all members of this community and which will define their rights and responsibilities. It is felt that under such a code it is essential for every member of the community to be assured certain rights and freedoms both as a person and with respect to his or her position within the university.

It is therefore proposed that:

1. With respect to his position, every member of the university community will enjoy:
(a) the right of reasonable access to University facilities in the exercise and pursuit of the responsibilities and objectives attendant upon such position;
(b) the right of reasonable access to all members of the University community in the exercise or pursuit of the responsibilities and objectives of such position;
(c) the right of opportunity to influence the development of the academic curriculum; and
(d) the right of opportunity to perform his proper function within the University without hindrance or intervention.
2. As individuals, every member of the University community will enjoy:
(a) the right to a private life without intervention, unless such right is exercised so as to disrupt or cause harm in the community;
(b) the right to hold and to express any view whatsoever without prejudice to his other rights or position;
(c) freedom from discrimination based on race, creed, national origin, language, sex or colour;
(d) the right to expeditious and fair trial in all matters concerning him in the community;
(e) the right of opportunity to influence the government of the University and his or her special sections thereof; and
(f) freedom from the application of the principle of 'double jeopardy' unless the safety or good order of the University community is endangered.

The Responsibilities of Members of the University Community

I. On becoming a member of the University an individual acquires all the rights and privileges pertaining thereto. Such rights are, however, available only when all members of the community accept responsibility for maintaining a conduct which will allow the exercise of these rights.

II. All members of the community share the responsibility to maintain on Campus an atmosphere conducive to scholarly pursuits.

III. Actions which prevent or disrupt the effective carrying out of a university function or approved activity, and incitement of and attempts to commit such actions, shall constitute misconduct. In particular, the following actions, or proven attempts or conspiracies to commit such actions, shall constitute misconduct in any of the constituent parts of the University:

1. Wilfully preventing students from attending a class or a faculty member from holding a class; unduly disrupting a class by noisy behaviour, catcalls or verbal abuse of the lecturer or a student.
2. Wilfully obstructing a university body or committee of such a body by any unlawful means from performing its normal functions.
3. Failing to leave a university building or facility when asked to do so by a member of the university community who possesses the necessary authority and acting in his official role and identifying himself as such; failing to identify oneself when asked to do so by such a person; failing to comply with regulations concerning buildings, residences and specified areas of the Campus.
4. Faculty members failing to exercise due diligence in meeting classes at times and places scheduled and failing to report standings, as requested by Faculty.
5. Faculty, staff or student officers using or exceeding authority to prevent members of the

university community from performing their rightful functions or academic work.
6. Knowingly altering or falsifying official documents submitted to or by the University, cheating or plagiarizing.
7. Intentionally representing oneself as having the authority to speak for the University or a part of the University community without having reasonable cause to believe that one has such authority.
8. Misusing university property or entering and using university facilities without authority.
9. Damaging, destroying or stealing personal belongings of any member of the university community or the public on university-owned or controlled property.
10. Abusing any person so as to endanger his or her health or well-being on university-owned or controlled property, or at any university-sponsored or supervised function.
11. Showing disrespect for a person by reason of his race, creed, national origin, language, sex or colour.
12. Conducting or participating in hazing or initiation activities which result in loss of dignity or in injury to persons and/or damage and destruction of their property.
13. Using, possessing or distributing alcohol, narcotics or drugs on university-owned or controlled property, except as expressly permitted by law.
14. Conducting or expressing oneself in a manner which is lewd, obscene, indecent or dangerous, judged in the context of the situation, when on university-owned or controlled property or at university-sponsored or supervised functions.
15. Showing contempt for the judicial process being exercised at any time by the committee on discipline.

IV. Notwithstanding the foregoing, there shall be no finding of misconduct where the result would be inequitable under the circumstances.

Explanatory Note (Section 2). The word 'unlawful' includes the rules of the university community.
Explanatory Note (Section 4). It is the aim of this section to protect the right of the student to receive instruction. It is not intended to penalize a teacher who for good cause does not perform his functions.
Explanatory Note (Section 5). The wrong use of authority by any member of the community includes the unjustified use of low grades. One of the aims of this section is to ensure that a student shall not be penalized by reason of his political views or personal differences with his professors.
Explanatory Note (Section 13). The inclusion of this provision is to enable the University to intervene in these cases, where appropriate.
Explanatory Note (Section 14). It is not the intent of this provision to place undue limitations on activities having redeeming social or aesthetic value.
Explanatory Note (Section 15). Contempt would include the failure of a witness to appear without reasonable cause when summoned and to give evidence truthfully and in an orderly fashion when on the witness stand.

Recommendations for Grievance Procedures

Grievances
Our study has shown that an effective grievance procedure within the University structure is desirable and necessary. Minor, but real, complaints or grievances based on misconceptions can, if not redressed or ventilated at an early stage, lead to serious dissatisfaction and unrest. In general, such grievances arise with individuals or small groups.

Accordingly, it is recommended that the proposals outlined below should be put into practice and published regularly. For the most part, the procedures outlined represent simply common-sense approaches to these problems, but it has become apparent that the less experienced members of the community require information and guidance in order to appreciate and to use the machinery which is available to them.

In its deliberation, the Committee has considered the application of the ombudsman principle to University problems and recommends the establishment of this position in the University.

Grievances, Students
In the case of students, the following steps are suggested:
(a) A grievance concerning a member of the University community should be taken immediately to that member. Should the grievance be concerned with a procedure, facility, regulation or other matter not arising from the actions of an individual member of the university community, the student must determine the office *which should be concerned* with the grievance. This office should then be approached concerning the problem.
(b) If (a) fails to solve the problem, the student may formally or informally approach the Chairman of the department involved. He may be accompanied, if he so wishes, by an advisor of his choice.
(c) If (b) fails, the same procedure should be followed at the level of the Dean or some senior member of the faculty appointed by the Dean or the Principal for such purposes. (For instance, the Dean of Students or an ombudsman).
(d) If (c) fails, the matter should be placed before a Panel instituted by Senate that would set up a Grievance Committee composed of three (3) staff and three (3) student representatives, none of whom are directly concerned with the grievance.
(e) Finally, an appeal may be made directly to Senate.

In the selection of an advisor in cases (b) and (c) and of the student representatives in (d), the student may consult with his faculty student society or the McGill Students' Society if he so desires.

Grievances, Academic Staff
In the case of academic staff, the following steps are suggested:
(a) A member of the academic staff should first take his grievance to the person against whom the grievance applies. Should the grievance be concerned with a procedure, facility, regulation or other matter not arising from the actions of an individual member of the university community, the member of the academic staff must determine the office *which should be concerned* with the grievance. This office should then be approached concerning the problem.
(b) If (a) fails to bring about a solution, the member of the academic staff may formally or informally approach his Chairman or the Dean or a person named by the Dean for such purpose. He may, if he so elects, be accompanied at this time by an advisor of his choice.
(c) If (b) fails, the matter should be placed before the Senate Staff Relations Committee.

In the selection of an advisor, the member of the academic stafi may—if he so decides—avail himself of the facilities of MAUT.

Grievances, Non-Academic Staff
A member of the non-academic staff (whose employment is not covered by a collective labour agreement) may:
(a) First direct his complaint or grievance to his immediate supervisor.
(b) If (a) fails, the matter should be referred to the Director of Personnel.
(c) If (b) fails, the matter should then be referred to the Vice-Principal Administration.

Ombudsman
As is indicated earlier in this report, prompt and effective measures to deal with complaints will prevent much dissatisfaction and unrest. Accordingly, we have recommended grievance procedures which provide members of the University community with appropriate machinery to air their complaints and to deal with problem areas.

Our study has impressed us with the desirability of an ombudsman function within the University as a part of the machinery referred to above. Many younger members may well be inhibited from following formal procedures by shyness or inexperience, and still others may be inhibited by the intimate or personal nature of the problem. It is also our view that an ombudsman will provide an informality which in the early stages will, in itself, be helpful to rapid and acceptable solutions in most cases.

While we have not been able in the time available to study adequately experience elsewhere, we suggest that:
1. An ombudsman be appointed;
2. He report to the Principal or to the Senate;
3. His services be available to all members of the University;
4. His qualifications, education, experience and personality be such that he will be able to act effectively as a bridge between the most disparate individuals and, above all, that he should be able to gain and hold the confidence of the people with whom he must deal; and
5. His services may be invoked at any stage of the grievance procedures.

Commentary on the Modified Code of Disciplinary Procedures

1. *Modifications of the Existing Code*
Three noteworthy modifications in the existing code of Student Disciplinary Procedures have been made.

(a) The code has been modified to apply to members of faculty as well as to students;
(b) A mechanism has been instituted to allow the bringing of charges by those who are not disciplinary officers;
(c) House committees in residences have been given greater powers than they presently have.

2. *Areas of Concern in the Suggested Code*
(a) The equity of the use of fines is questioned since the economic status of students, and therefore their ability to pay, varies so greatly.
(b) It appears somewhat incongruous to have the mental health question interdispersed with the code of disciplinary procedures. Would experience to date allow an alternate procedure?

Despite the concerns cited above, it is the view of the committee that the code submitted herewith is suitable for immediate implementation.

Future modifications can be made should experience or further consideration demonstrate the desirability of change.

Code of Disciplinary Procedures

Section 1: Disciplinary Officers
1. The Principal has jurisdiction over all offences.

The Dean of Students at the Montreal campus has jurisdiction over all offences com-

mitted by students, except those committed on the campus of Macdonald College.

The Vice-Principal of Macdonald College has jurisdiction over all offences committed at Macdonald College. The Dean of Students of Macdonald College has jurisdiction over all offences committed by students registered at Macdonald College and over all offences committed by students on or about the campus of Macdonald College.

The Dean of the faculty shall exercise jurisdiction over all members of the academic staff of, and all students registered at, his faculty and over all acts of misconduct committed by such academic staff and by students in or about the premises occupied by his faculty unless the faculty appoint another disciplinary officer for the purpose.

2. Wardens of residences including the Warden of the Royal Victoria College have jurisdiction over all acts of misconduct committed in or about their respective residences, and are hereinafter sometimes referred to as residential disciplinary officers.

All the foregoing officers are senior disciplinary officers of the University.

3. In so far as any of the jurisdictions of the officers mentioned in sections 1.1 and 1.2 overlap, they are concurrent.

4. The librarians in charge of the various libraries, and the curators in charge of the various museums, and other staff members administering University buildings and grounds and designated by Senate as administrative officers shall have the powers accorded them by section 2.3 (a).

5. Those deputizing for any of the officers mentioned in this section 1, at any time, may during such time exercise the disciplinary powers of those for whom they deputize.

Section 2: Administrative Action

1. Every member of the teaching staff may require a student under his instruction or any other person immediately to leave the place where such instruction is being given, and its vicinity, for the remainder of the period of instruction if, in his opinion, the student's or other person's continued presence is likely to be detrimental to good order.

2. (a) The chief invigilator at an examination shall have the like powers over a student undergoing the examination and any other person in the examination room. A chief invigilator who has reasonable and probable cause to believe that a student is breaking, has broken, or is attempting to break a University examination regulation shall immediately so advise that student and take note of his name and at the termination of the examination shall conduct that student to the senior disciplinary officer of the student's faculty.

(b) An action taken in virtue of section 2.2(a) must be immediately reported to the senior disciplinary officer of the student's faculty or to the appropriate Dean of Students.

3. (a) Every administrative officer of a building or a part thereof, or grounds, may require any member of the academic staff or any student whose conduct therein, to the knowledge of the administrative officer or upon report, gives such administrative officer reasonable and probable cause to believe that that person's continued presence therein is likely to be detrimental to good order, immediately to leave and remain away from the building or part thereof, or grounds, as the case may be, for a period not exceeding three days. The provisions of section 3.3 shall apply to such an exclusion order.

(b) Any action taken in virtue of such section 2.3 (a) must be immediately reported to the senior disciplinary officer of the faculty, if the premises in question are faculty premises, otherwise to the Principal (at Macdonald College, to the Vice-Principal), in the case of a member of the academic suaff, or to the appropriate Dean of Students, in the case of a student.

Section 3: Administrative Suspension

1. Every senior disciplinary officer may, without a hearing subject to administrative suspension any member of the academic staff or any student whose conduct, to the knowledge of such senior disciplinary officer or upon report, gives such senior disciplinary officer reasonable and probable cause to believe that such person has committeed an act of misconduct within his jurisdiction, and that such person's continued presence in the University or in any part thereof is likely to be detrimental to good order, but such administrative suspension shall extend only until the hearing, under section 4.

2. Every residential disciplinary officer may, without a hearing, issue an administrative order excluding from his residence any student whose conduct, to the knowledge of such residential disciplinary officer or upon report, gives such residential disciplinary officer reasonable and probable cause to believe that the student has committed an act of misconduct against the discipline of the residence and that the student's continued presence in the residence is likely to be detrimental to good order, but such administrative exclusion shall extend only until the hearing under section 4.

3. Administrative susqension and exclusion orders must be reported to the appropriate Dean of Students and may be modified or rescinded at any time by the Principal (and, at Macdonald College, by the Vice-Principal) or the said Dean of Students, or the disciplinary officer who imposed such suspension or exclusion. They shall be rescinded on an assusance of good conduct being furnished unless there exists good reason for them not to be.

Section 4: Summary Hearing

1. A disciplinary officer who, to his personal knowledge or upon report, has reason to believe that a member of the academic staff or a student might be guilty of an act of misconduct within his jurisdiction, whether or not that person shall have been the subject of a report or of administrative suspension or exclusion under sections 2 or 3, shall, as soon as possible, summon in writing that person to appear before him at a summary hearing, in order to inquire into the alleged offence, provided that if the disciplinary officer is of the opinion that the case would be more appropriately heard by another disciplinary officer having jurisdiction, or the Committee on Discipline, he may forthwith refer the case to such other disciplinary officer or the Committee on Discipline, as the case may be. Moreover, such member of the academic staff or student may opt for his case to be heard by the Committee on Discipline instead of by a disciplinary officer, and in such event shall give written notice of his option to such disciplinary officer before or at the time of the summary hearing provided for by the present section 4.1.

2. If the member of the academic staff or student fails to obey the summons of the disciplinary officer to appear before him or does not give notice of his option to have his case heard by the Committee on Discipline, the disciplinary officer may proceed to inquire into the complaint against such person in the latter's absence, and may dispose of the case in accordance with these regulations.

3. If the person is summoned to a hearing and for any reason the hearing does not take place or is not completed, the disciplinary officer may postpone or continue the hearing to another date during the succeeding 7 days, and so on from time to time.

4. If a hearing is postponed or continued by a disciplinary officer, he may continue any administrative suspension or exclusion from residence that may have been imposed until the conclusion of the hearing, but shall rescind the same on an assurance of good conduct being furnished unless for good reason he decides otherwise.

5. At the hearing, the disciplinary officer shall apprise the person of the precise nature of the complaint against him and proceed to inquire into the matter, affording the person full opportunity to explain his conduct.

6. If the facts are in dispute and if the person so require, he shall be allowed to adduce evidence in his own behalf at his diligence and to cross examine the witnesses against him.

7. After the person has been afforded opportunity to explain his conduct, the disciplinary officer shall determine his guilt or innocence and inform him of his findings; and if the disciplinary officer propose to impose a penalty or a condition upon the person, he shall inform him of the proposed penalty or condition and permit him to make such representations in that regard as he may wish.

8. At the conclusion of a hearing, a senior disciplinary officer shall dispose of the case in one of the following ways:

(a) 4.8.1 exonerate the person;
(b) 4.8.2 declare the case closed;
(c) 4.8.3 admonish the person (this shall not be deemed a penalty);
(d) 4.8.4 reprimand the person;
(e) 4.8.5 require security for good behaviour, not exceeding $50;
(f) 4.8.6 impose a fine not exceeding $50;
(g) 4.8.7 place the person on conduct probation;
(h) 4.8.8 subject the person to punitive suspension for a period not exceeding 30 days; or
(i) 4.8.9 refer the case to the Committee on Discipline.

9. At the conclusion of a hearing a residential disciplinary officer shall dispose of the case under section 4.8 or in one of the following ways:

(a) 4.9.1 in the case of a student resident in the residence of the residential disciplinary officer, require the student to remain in his quarters after a specified hour every evening for a period not exceeding two weeks;
(b) 4.9.2 order the student excluded from the residence permanently or for any period of time; or
(c) 4.9.3 refer the case to the Committee on Discipline.

10. The Vice-Principal of Macdonald College and the Dean of Students thereof disposing of a case against a member of the academic staff or a student of that college may dispose of the case either under section 4.8 or 4.9, without regard to the nature of the act of misconduct.

11. Unless a member of the academic staff or the student is exonerated or referred to the Committee on Discipline, the disciplinary officer may also impose a condition on him that he make good any damage that he has caused

or otherwise rectify a situation which he has created or helped to create.

12. If the case is referred to the Committee on Discipline, the member of the academic staff or student may be subjected to administrative suspension by the senior disciplinary officer or exclusion from residence by the residential disciplinary officer, as the case may be, until the hearing of the case by the Committee on Discipline. The administrative suspension shall be rescinded on an assurance of good conduct being furnished unless there exists good reason for it not to be.

13. If the disciplinary officer, in adjudicating a case, impose any penalty or condition, a statement of the offence and the penalty or condition shall be reported to the Secretary of Senate, in the case of a member of the academic staff, and to the Dean of Students in the case of a student. No report need be made when a residential disciplinary officer or a house committee imposes only a fine of $25.00 or requires security for good behaviour of $25.00 or imposes any lesser penalty than the foregoing.

Section 5: House Committees

1. In each residence, there shall be a house committee consisting of students elected by the residents from amongst their numbers. The house committees shall have jurisdiction over acts of misconduct committed in or about their respective residences by students registered in them, and may lay charges and conduct hearings. At the conclusion of a hearing, a house committee shall dispose of the case in one of the ways set forth in section 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.9.1 or 4.9.2. Section 4.11 shall also apply to house committees.

2. In conducting hearings, the house committees shall be bound by sections 4.2, 4.3, 4.5, 4.6, 4.7, and 4.13, *mutatis mutandis.*

3. A student charged with an act of misconduct committed in or about the residence in which he is registered, whether such charges have been laid by a house committee under section 5.1, or by a residential disciplinary officer under section 4.1, or by a member of the University community under section 8.2, may opt for his case to be heard by the house committee of his residence under section 5, or by the residential disciplinary officer under section 4, or by the Committee on Discipline under section 9. Where the option involves a change in the person or body that is to hear the case, the student shall give to such person or body a written notice of his option before or at the time of the hearing.

4. A house committee may refer a case to the Committee on Discipline, through the Dean of Students.

5. A residential disciplinary officer may refer a case to be tried or being tried by a house committee, or by himself, to the Committee on Discipline.

6. The referals under sections 5.4 and 5.5 may be effected before or after the exercise of the option under section 5.3 and shall have precedence over the same.

Section 6: Student's Council

1. The Students' Council at the Montreal campus may exercise disciplinary powers over an infraction of the bylaws of the Students' Society and over an act of misconduct committed by a student (other than one registered at Macdonald College) against University discipline, provided that the act of misconduct was not committed while undergoing an examination or instruction under University supervision.

2. In the exercise of its disciplinary powers, it shall be governed by sections 4.2, 4.3, 4.5, 4.6, 4.7, and 4.13, *mutatis mutandis.*

3. It shall dispose of the case in one of the ways set forth in sections 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5 or 4.8.6.

4. If, at any stage, the Students' Council is of the opinion that it is or will be unable to deal adequately with the offence, it shall forthwith refer the case to the Committee on Discipline, through the Dean of Students.

5. At the instance of the Principal or the Dean of Students, should either see fit *proprio motu,* or at the request of the student concerned, the Committee on Discipline may evoke any case relating to University discipline pending before the Students' Council or revise any adjudication of the latter relating to University discipline.

6. Section 6.1 to 6.5 apply to the Students' Council at Macdonald College, *mutatis mutandis.*

Section 7: Mental Health

1. A disciplinary officer investiagting an act of misconduct within his jurisdiction who has reason to believe that the accused member of the academic staff or student is suffering from a mental or nervous disorder which affects adversely his conduct or renders him unfit to perform his duties or to continue his studies or remain in residence, may recommend such person to under psychiatric examination at the University Health Service.

2. If the Health Service recommends that such person discontinue or curtail his University activities or make different arrangements for his residence (in the case of a student), the disciplinary officer may require such person to comply with such recommendations; if such person does not comply with the request of the disciplinary officer or the recommendations, the disciplinary officer may refer the case to the Committee on Discipline.

3. Nothing in Section 7 shall affect any administrative suspension or exclusion from residence that may be imposed.

Section 8: The Laying of Charges

1. Disciplinary officers require no authorization in order to lay charges of misconduct against members of the academic staff or students.

2. Other members of the University community may lay charges of misconduct against fellow members of the University community, whether members of the academic staff or students, only if authorized to do so by a subcommittee of the Committee on Discipline consisting of one-half of the usual number of the Committee on Discipline. Such subcommittee shall be selected by the same procedure as the Committee on Discipline, but it shall be composed in accordance with sections 22.1 (a) and 22.2 (a). The members of the subcommittee will elect their own Chairman from amongst their members. There shall be no appeal from a decision of the subcommittee authorizing the laying of a charge, but there shall be an appeal to Senate from a decision refusing the laying of a charge. The members of the subcommittee shall not be eligible to sit on the Committee on Discipline which hears the case.

Section 9: The Committee on Discipline

1. The Committee on Discipline shall have the duty of hearing and disposing of all cases referred to it by the disciplinary officers, or by the house committees of the residences, or by the Students' Council, or by the subcommittee referred to in section 8.2, or in which the member of the academic staff or the student has given notice of his option to have his case heard by the Committee on Discipline under section 4.1 or section 5.3.

2. A member of the academic staff or a student referred to the Committee on Discipline shall be summoned as soon as possible by written notice mailed or delivered to him at least two full days prior to the hearing; such notice shall state briefly the substance of the complaint.

3. The provision of sections 4.2 to 4.7 inclusive shall govern hearings before the Commitee on Discipline, *mutatis mutandis.*

4. The Committee on Discipline, in disposing of a case, shall have all the powers conferred on disciplinary officers by sections 4.8 and 4.9.

5. In addition to the foregoing powers, the Committee on Discipline may, in disposing of a case,

(a) require security for good behaviour in a sum exceeding $50.00 but not exceeding $100.00;

(b) levy a fine exceeding $50.00 but not exceeding $100.00;

(c) subject the member of the academic staff or the student to punitive suspension for a period exceeding 30 days but not exceeding one year;

(d) require the member of the academic suaff or the student to withdraw from the University for reasons of health;

(e) dismiss the member of the academic staff or the student from the University;

(f) expel the member of the academic staff or the student from the University.

6. Subject to the limitations as to the amount of security and fine and to the duration of suspension provided in section 9.5, the Committee on Discipline may combine any of the penalties set out in section 4.8, 4.9, and 9.5.

7. The Committee on Discipline may impose a condition on the member of the academic staff or the student that he make good any damage which he has caused or otherwise rectify a situation which he has created or helped to create.

8. During the hearing and thereafter until its adjudication becomes executory the Committee on Discipline may subject the member of the academic staff or the student to administrative suspension. However, the Committee may remove the suspension at any time on receiving an assurance of good conduct, unless for good reason it decides otherwise.

9. The Committee on Discipline shall have, with respect to a member of the academic staff or student referred to, all the powers of a disciplinary officer under section 7.

10. Decisions of the Committee on Discipline and penalties imposed by it are not final and executory until confirmed by Senate. Senate shall confirm such decisions and penalties unless they are altered by a two-thirds majority vote of its members. However, the imposition of either of the penalties set forth in paragraphs (e) or (f) of section 9.5 shall require confirmation by a two-thirds majority vote. If such a vote is not obtained, Senate shall impose a lesser penalty to be established by a simple majority vote. A decision of the Committee on Discipline requiring a member of the academic staff or a student to withdraw from the University for reasons of health under section 9.5(d) does not require confirmation by Senate but is final and executory as soon as the delays for an appeal have run out, if there is no appeal, or if there is an appeal, upon confirmation by the appeal.

Section 10: Appeals

1. Save in so far as the Senate on presentation

of an adjudication for confirmation under section 9.10 may permit the member of the academic staff or the student concerned to make further representations or adduce further evidence, there shall be no appeals from adjudications, except as specifically provided in this section.

2. (a) An appeal can be made to the Committee on Discipline by the member of the academic staff or by the student from an adjudication of a disciplinary officer rendered under section 4, or by the residential disciplinary officer or by the student from an adjudication of a house committee rendered under section 5.1.
(b) The appeal under section (a) shall be brought by the member of the academic staff, or by the student, or by the residential disciplinary officer, as the case may be, filing a letter with the Secretary of Senate setting out the reasons for the appeal; the letter must be filed within 7 days of the adjudication appealed from, otherwise the right of appeal is deemed abandoned.
(c) The Committee on Discipline shall proceed promptly to hear the appeal and render theron any adjudication within its powers, including one involving increased severity in the conditions and additional penalty or penalties.

3. (a) An appeal can be made from an order of the Committee on Discipline under section 9.5(d) requiring the member of the academic staff or the student to withdraw from the University for reasons of health.
(b) The appeal under section (a) shall be brought by the member of the academic staff or by the student, as the case may be, or a member of his immediate family on his behalf, filing a letter with the Secretary of Senate in the case of a member of the academic staff, and with the Dean of Students in the case of the student, stating the reasons for the appeal and setting out the name and address of a physician in the District of Montreal who will represent the interests of the person in the appeal. The letter must be filed within 10 days of the order under section 9.5(d), otherwise the right of appeal is deemed abandoned.
(c) On the filing of the letter under section (b), the Principal (at Macondald College, the Vice-Principal), shall appoint a physician to represent the University's interests. The physician representing the member of the academic staff or the student, as the case may be, and the physician representing the University shall endeavour to agree as to the medical condition of such person and make a joint recommendation to the Principal (at Macdonald College, the Vice-Principal) which joint recommendation shall be final and binding.
(d) If the two physicians aforesaid are unable to agree within five days after they have both been appointed, they shall together appoint a third physician and the joint recommendation of two of the three physicians shall be final and binding.
(e) If the two physicians aforesaid, being unable to agree under section (c), are also unable to agree on the appointment of a third under section (d) within 10 days of their appointment, they shall each file their report forthwith with the Secretary of Senate, in the case of a member of the academic staff, and with the Dean of Students in the case of a student, who shall submit the adjudication of the Committee on Discipline and the physicians' reports to Senate, and Senate shall decide conclusively upon the requested withdrawal. If a physician fails to submit his report as required by this section the Senate may proceed by default.
(f) The University shall bear the costs of the physicians engaged for the purposes of section 10.3.

Section 11: Remissions
1. The Principal may remit any penalty or condition which has not been imposed or confirmed by the Committee on Discipline or Senate.

2. The Senate may remit any penalty or condition imposed under these regulations. The Principal may stay the execution of any adjudication ordering a penalty or condition, so that the Senate may consider its remission.

Section 12: Declaration that Case is Closed
A declaration under these regulations that a case is closed shall put an end to all further proceedings under these regulations in respect of the offence charged (except as to any condition imposed under section 4.11 or section 9.7), but shall not affect any proceedings in law in respect of the subject matter, then pending or thereafter arising, even if the University is a party thereto.

Section 13: Fines, Indemnities, and Secutity
1. Unless otherwise provided by these regulations, the payment of fines and of indemnities and the posting of security must be made to the University in cash or by certified cheque, and the University receipt therefore produced to the Secretary of Senate, in the case of a member of the academic staff and to the Dean of Students, in the case of a student, within 7 days of the adjudication imposing the same.

2. The bringing of an appeal under section 10.2(a) from a decision imposing an indemnity shall suspend the obligation of payment pending the appeal.

3. Failure by the member of the academic staff or by the student concerned to produce to the Secretary of Senate or to the Dean of Students, as the case may be, a receipt for payment of a fine or indemnity or posting of security within the delay prescribed by these regulations, or such further delay as may be granted by the Principal (at Macdonald College, the Vice-Principal), shall entail automatic suspension until such receipt is so produced.

4. If a member of the academic staff or a student remains suspended for a period exceeding two weeks for failure to pay a fine or indemnity or post security, the case shall be referred to the Committee on Discipline by the Principal (at Macdonald College, the Vice-Principal), in the case of a member of the academic staff, or by the Dean of Students, in the case of a student, for further action.

5. If security has been posted by a member of the academic staff or by a student who is subsequently found guilty of an offence or offences, the disciplinary officer or Committee on Discipline adjudicating on such subsequent offence or offences may order all or part of the security to be forfeited to the University in addition to any penalty imposed in respect of such subsequent offence or offences.

Section 14: Conduct Probation
Conduct probation will entail that, on the member of the academic staff or the student being found guilty of a further offence or offences during the then current academic year or the academic year next following, the disciplinary officer adjudicating upon the further offence or offences will refer the case to the Committee on Discipline which, if the member of the academic staff or the student, as the case may be, is found guilty of such further act or acts of misconduct, will impose a penalty in respect of both the first and subsequent offences.

Section 15: Suspension
1. Suspension, whether administrative or punitive, shall entail the withdrawal of such University privileges as are specified by the disciplinary officer or Committee on Discipline imposing the suspension. If no particular University privileges are specified, a suspension shall entail the withdrawal of all University privileges, including the right to enter and be upon University property, in which case the member of the academic staff or the student, as the case may be, during such suspension, may only come upon University property for a specific purpose, previously authorized in writing by a disciplinary officer. However, a student in residence at the University shall be permitted to continue in residence, unless the suspension order otherwise provides.

2. A punitive suspension shall entail the non-payment of salary, unless the suspension order otherwise provides.

Section 16: Exclusion from a Residence
Exclusion from a residence, whether administrative or punitive, shall entail the withdrawal of such privileges in the residence as are specified by the disciplinary officer, house committee or Committee on Discipline imposing the exclusion. If no particular privileges are specified, an exclusion from a residence shall entail the removal of all effects of the student concerned from the residence and his exclusion from all parts of the residence, in which case the student, during the term of such exclusion order, may only enter the residence for a specific purpose previously authorized in writing by the Warden of the residence.

Section 17: Withdrawal from the University
If a member of the academic staff or a student is required to withdraw from the University for reasons of health he may be re-admitted to the University only upon producing evidence satisfactory to the University that his health is restored.

Section 18: Dismissal for Disciplinary Reasons
Dismissal from the University for disciplinary reasons entails the termination of all the rights and privileges at the University of the member of the academic staff or of the student. No application for re-admission by the student nor any application for employment by the member of the academic staff will be entertained by the University until after the elapse of two years from the dismissal, or such other period as Senate may determine.

Section 19: Expulsion
Expulsion from the University entails the termination of all the rights and privileges at the University of the student or the member of the academic staff, and the University will not entertain any application from that student for re-admission or from that member of the academic staff for employment.

Section 20: Debts Due the University
Withdrawal, dismissal or expulsion from the University shall not relieve the member of the academic staff or the student from the payment of any debts due the University.

Section 21: Administration
1. The Secretary of Senate and the Dean of Students shall keep a disciplinary record in respect of each member of the academic staff and of each student respectively, and shall enter thereon all matters reported to them under section 4.13, as well as all adjudications of the Committee on Discipline in relation to such person, and shall inform the appropriate authorities of all penalties imposed so that the penalties may be enforced. The disciplinary records shall be kept in strictest confidence and

shall only be communicated to the member of the academic staff or to the student concerned and to other persons having a legitimate interest or duty to take communication of them. They shall be destroyed on the member of the academic staff ceasing to be in the employ of the University and on the student ceasing to be registered at the University with the exception of penalties imposed by the Committee on Discipline under paragraphs (c), (d), (e) and (f) of section 9.5.

2. The Secretary of Senate shall see that all fines due by a member of the academic staff, and the Dean of Sudtents shall see that all fines due by a student, except those imposed by the Students' Council, Macdonald College Students' Council, or House Committees, are paid to the University, and that any security for good behaviour that is ordered is posted, and arrange that the balance, if any, be returned to the member of the academic staff or to the student at the end of the current academic year.

3. The Secretary of Senate and the Dean of Students shall levy all indemnities that a member of the academic staff or a student respectively may be required to pay and arrange that the same are paid to whoever is entitled thereto.

4. The Secretary of Senate and the Dean of Students shall inform the member of the academic staff and the student respectively, and the appropriate authorities, of all suspensions and exclusions from residence, and shall refer all cases of suspension incurred through non-payment of fines or indemnities or for failure to post security which have lasted two weeks to the Committee on Discipline.

5. The Secretary of Senate, in the case of a member of the academic staff, and the Dean of Students, in the case of a student, shall receive all referrals to the Committee on Discipline. The Secretary of Senate shall arrange for the convening of the Committee, and issue summonses to the accused, witnesses and other interested parties on behalf of the Committee.

The Secretary of Senate shall act as secretary of the Committee and shall attend and record the hearings. He shall have the right, as shall also the Dean of Students where it is a student who is charged, to take part in the proceedings of the Committee in the same manner as if he were a member, but neither shall have the right to vote.

6. (a) At the Montreal campus, the Vice Dean of Students shall deputize for the Dean of Students when required, and shall exercise like powers.

7. (a) The various functions set out in section 1 to 5 shall be discharged by the Dean of Students at Macdonald College as regards students registered at the College. The aforesaid functions of the Dean of Students at the Montreal campus shall relate to all other students.
(b) Where a hearing before the Committee on Discipline involves students both from the Montreal campus and Macdonald College, the Dean of Students at the Montreal campus shall act in respect thereof, unless the Principal otherwise orders.

Section 22: Composition of the Committee on Discipline

1. A student who is charged and who is to be brought before the Committee on Discipline shall be asked whether he wishes to have his case come before:
(a) A committee of eight members drawn by lot from the elected members of Senate (staff and students).
(b) A committee of eight members drawn by lot from the elected staff members of Senate.
(c) A committee of eight members made up of four drawn from the elected emembers of staff on the Senate and four drawn from the elected members of students on the Senate.

When the accused student has made his choice, the Secretary of Senate shall, in the presence of one elected staff member and one student member of Senate, draw lots from a box containing the names of all elected members of Senate as hereinafter set forth until a sufficient number of names has been drawn. Where the accused student fails to indicate his choice to the Secretary of senate, the Committee on Discipline shall be composed in accordance with section 22.1 (a).

In situation (a) lots are drawn from the elected members of Senate until twelve names are drawn. In situation (b) lots are drawn from among elected staff members until twelve names are drawn. In situation (c) lots are drawn until the names of six elected staff members and six student members of Senate are drawn.

In each of the foregoing instances, the persons whose names are the first eight that are drawn shall be the members of the committee if they are able and willing to act; the others shall beheld in reserve in the order in which their names were drawn.

The accused student shall have a right of peremptory challenge with respect to two of the members of the committee; where the committee has a mixed composition of staff and student members, one of such challenges shall apply to a suudent member and the other shall apply to a staff member. The accused student shall not be required to justify such challenges but no other challenges shall lie. Vacancies in the committee resulting from challenges shall be filled by those whose names are held in reserve.

In the event that a committee of eight cannot be assembled from among the names drawn as above the Secretary will, when this becomes apparent, draw lots from amongst those whose names remain until a full committee has been obtained.

If it is impossible to form a full committee because an insufficient number of elected staff members of Senate or an insufficient number of elected student members of Senate is willing and able to act, the defficiency shall be made up from the other group.

The eight members of the Disciplinary Committee will elect their own Chairman from amongst their number.

2. A member of the academic suaff who is charged and who is to be brought before the Committee on Discipline will be asked whether he wishes to have his case come before:
(a) A committee of eight members drawn by lot from elected members of Senate (staff and students).
(b) A committee of eight members drawn by lot from the elected staff members of Senate.
(c) A committee of eight members made up of six drawn from the elected members of staff on the Senate and two drawn from the elected members of students on the Senate.

When the accused member of the academic staff has made his choice, the Secretary of Senate will, in the presence of one elected staff member and one student member of Senate, draw lots from a box containing the names of all elected members of Senate, as hereinafter set forth until a sufficient number of names has been drawn. Where the accused member of the academic suaff fails to indicate his choice to the Secretary of Senate, the Committee on Discipline will be composed in accordance with section 22.2 (a).

In situation (a) lots are drawn from the elected members of Senate until twelve names are drawn.

In situation (b) lots are drawn from among elected staff members until twelve names are drawn.

In situation (c) lots are drawn until the names of twelve elected staff members and four student members of Senate are drawn.

In each of the foregoing instances, the persons whose names are the first eight that are drawn shall be the members of the committee if they are able and willing to act; the others shall be held in reserve in the order in which their names were drawn.

The accused member of the academic staff shall have a right or peremptory challenge with respect to two of the members of the committee; where the committee has a mixed composition of staff and student members, one of such challenges shall apply to a student member and the other shall apply to a staff member. The accused member of the academic staff shall not be required to justify such challenges, but no other challenges shall lie. Vacancies in the committee resulting from challenges shall be filled by those whose names are held in reserve.

In the event that a committee of eight cannot be assembled from among the names drawn as above the Secretary will, when this becomes apparent, draw lots from amongst those whose names remain until a full committee has been obtained.

If it is is impossible to form a full committee because an insufficient number of elected staff members of Senate or an insufficient number of elected student members of Senate is willing and able to act, the deficiency shall be made up from the other group.

The eight members of the Committee shall elect their own Chairman from amongst their number.

Note: It is assumed that the procedures outlined by the McGill Association of University Teachers and the Canadian Association of University Teachers, which have been adopted as part of the working conditions agreement between staff and the University, will be invoked in cases where the Committee on Discipline renders an adjudication which will seriously affect the career of the member of the academic staff. Senate, in its wisdom, must forsee this involvement when creating the machinery to handle staff discipline.

Lloyd moved that in the recommendation (paragraph I,1) all words after MERI be deleted and replaced by the following: "operated include provision for research concerning the social consequences of mineral exploration such as effects on local population and the natural environment."

The motion was voted upon and carried, with one member dissenting.

The report of the Honorary Degrees Committee was presented for Senate approval. A motion to that effect was carried. Senate adjourned at 6:35 p.m.

SENATE SURVEY—PART II

At the beginning of January, the Reporter *conducted a survey of all Senate committees. The following is a résumée of work completed by some of these committees during the last term.*

Committee on a Credit System

Status: Sub-committee of the Academic Policy Committee.
Terms of reference: To study the implications of a credit system at McGill.
Met: Twice.
Major areas of business discussed: 1) Advantages and problems of a credit system. 2) Mechanics of such a system. 3) Impact on various faculties.
Decisions: Agreed in principle on desirability of a credit system over a promotion by year system because of greater flexibility. Problems of individual faculties to be studied by them. No report has yet been submitted.

Committee on Collegial Studies

Status: Standing Committee of Senate.
Terms of reference: To concern itself with the role McGill should play during the transition period between the present arrangements at McGill and future ones when a full network of Colleges will be in operation and McGill will offer three-year undergraduate programmes only for the B.A., B.SC., and B. Com, degrees.
Met: Once.
Major areas of business discussed: Future of CEGEP instruction in 1970-71 in English language.
Decisions: No major decisions. Agreed on recommendations for minor CEGEP curricular changes to be sent to the Department of education in Québec. No report as yet submitted.

Committee on Student Health

Status: Standing Committee of Senate.
Terms of Reference: To supervise the functioning of the University Health Service and submit general recommendations for policies on this service to Senate for approval at frequent intervals.
Met: Once.
Major areas of business discussed: 1) Provision of services to non-McGill student bodies. 2) Medical requirements for entrance to McGill. 3) Radiation hazards. 4) Provision for pregnancy in insurance policies of foreign students.
Decisions: Committee agreed to provide service to non-McGill student bodies and to increase premium for all foreign students (whether married or unmarried) to cover maternity cases. No report as yet submitted.

Committee on External University Policies and Relations

Status: Standing Committee of Senate.
Terms of Reference: To consider questions touching relations of the University to the general community, government (at all levels), and other related activities; said Committee to coordinate its activities with those of the Academic Policy Committee.
Met: Thrice.
Major areas of business discussed: 1) Senate motion by Mr. Grey on extending aid to students in exile. 2) Senate motion by Professor Sandiford on freedom of individuals to express political views. 3) Concordia project.
Decisions: To reject both the Grey and Sandiford motions.

Nominating Committee

Status: Standing Committee of Senate.
Terms of Reference: The recommendation to Senate of the composition of Senate Committees, Senate representatives to Committees not of Senate, and Statutory Selection Committees.
Met: Six times.
Major areas of business discussed and decisions: The annual recomposition of Senate Standing Committees and the recommending of qualifications for the election of students to Senate.
Decisions approved by Senate/Board of Governors: All.

Steering Committee

Status: Standing Committee of Senate.
Terms of Reference: The organization of the Senate agenda, the directing of terms to committees, the following up of decisions taken by Senate, and the dealing with contingencies that arise between meetings of Senate.
Met: Ten times.
Decision approved by Senate: All.

Women's Athletics Board

Status: Standing Committee of Senate.
Terms of Reference: To approve for recommendation to the Board of Governors, the budget recommended by the Director of Women's Athletics and to advise generally in a manner similar to that of the Athletics Board on matters affecting the application of the University Athletics and Physical Education policy towards women students.

The Staff provide a wide choice of recreational activities. Increase in participation is regarded as very encouraging but lack of a proper gymnasium is a very serious handicap.
Met: Twice.
Major areas of business discussed: (1) Lack of facilities and fear that with Faculty of Education on the campus, use of the Currie Gymnasium would be further curtailed. (2) Discussion and revision of the entire rural competition schedule. (3) Modification of regulations governing transportation of teams for competitions.

Committee on Research

Status: Statutory Committee of Senate.
Terms of Reference: Generally charged with the responsibility for the organization and coordination of programs and courses of research in the various fields of graduate or advanced study. Functions as steering committee for Faculty of Graduate Studies. This is significant since the Faculty is now in the midst of reorganization.
Met: Monthly on second Tuesday, meeting sometimes continued following Tuesday.
Major areas of business discussed and decisions: (1) New courses and programs. (2) New research institutes, etc. (3) Research grants: consideration of requests from McGill staff members; awards of grants; travel grants; equipment grants; visiting lecturer grants. (4) Student cases: difficulties over theses, courses, orals, etc. (5) General discussion on conduct of the Faculty, procedures for advancing towards degrees, etc.
Decisions approved by Senate/Board of Governors: Not usually necessary. New programs go to Academic Policy Committee, then to Senate in summary form. No large program or institute has been to Senate from committee this fall.

Editorial Advisory Board of the McGill-Queen's University Press

Status: Joint Committee of Senate (McGill-Queen's Press resulted from a parity merger with another independent university. Its policy is governed no more by McGill than by Queen's, "although the three members of the Editorial Board from McGill are elected by the McGill Senate (and the three Queen's members by the Queen's Senate), the (joint) Editorial Board can hardly qualify as a McGill Senate Committee," says the committee's spokesman. "The Board of Directors," he continues, "may well be influenced by the McGill (or Queen's) Board of Governors but its decisions do not require approval by either."
Terms of Reference: To stimulate and publish scholarly research.
Major areas of business discussed: The Board discusses manuscripts for possible publication, presented to it by the Director of the Press. All books published by the Press have to be approved by the Board. The Board is kept generally informed by the Director of progress at the Press although its primary concern is the protection of the imprint of the Press.
Decisions: Difficult to assess. The Editorial Board does not set policy which is the function of the Board of Directors of the Press, but it makes decisions on individual manuscripts. All such decisions are of equal importance.

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and, much more deeply troubling, a venture into a more fully human style of teaching and research. But there is no real cause for alarm. I have been talking of the computer as a machine and the machine does not threaten us—unless, of course, we have been functioning as machines. I have been talking about the use of tools, and the value of tools is that they enable us to go on to fashion other and more important things.

Dr. McKinnon is professor, Department of Philosophy, McGill.

REFLECTIONS ON LOSING A BATTLE

by DAN R. ARONSON

Last Wednesday the McGill Senate voted $80,000 and the use of the university's name to help the mine owners colonize the Canadian north and crush the lives and spirits of the Indians and Eskimos there. Since the Senators are wise and honorable men, and did the deed in full knowledge, it may be instructive to review the circumstances which led to the decision, and to ruminate upon its meaning.

The instrument of our aid, a Mineral Exploration Research Institute (MERI) which McGill is now to sponsor, was proposed by Senate's Academic Policy Committee last November. Though not even yet very clear in structure or content, MERI was informed by at least three principles: (1) it was to do applied research, involving considerable emphasis on field testing of techniques derived from other sources; (2) its activities were to be closely attuned to the needs of the mineral industry (read Noranda, Union Minière of Katanga fame, McGill Governors, etc.) doing work that is one step removed from commercial applications (for which the industry itself, of course, finds the money); and most importantly, its proponents then argued (3) it was to be of great social utility to Canada, keeping research money and researchers from being drained southward, "enhancing" Canadian control of its own industry, and developing human resources and technical skills for everything from selecting town sites in northern Canada to developing mining in the tropics. Those old-fashioned university ideals of the pursuit of knowledge? "It is unfortunate that one of the requirements of university research is that [it] must make a new contribution to knowledge" (from the original "Proposal," p. 12). (Next time a Dean says that the University shouldn't act in society, ask him about MERI.)

Accepting uncomfortably the notion of our seeding an industry-oriented institution under McGill sponsorship, a graduate student in our department, Ignatius LaRusic, and I wrote a position paper for the Academic Policy Committee (on which I sit) called "MERI and the People: A Case for McGill Intervention." Our basic point was quite simple, and followed MERI's own justifications: while we're "enhancing" the wealth of southern Canadians, let's not, we argued, enhance the destruction of the northern peoples.

Horrors! MERI—and McGill—do that? Does MERI, in the form the Senate approved, have such implications?

Our paper showed just that. First we looked at the social implications of mineral exploration.

Exploration is not mining, and neither employs as many people nor has the same consequences on the landscape. Nonetheless, its effects on Indians and other northerners are profound in their own way. To illustrate, we looked at Northern Québec, using historical sources and data from McGill's own Cree Project, done under the program in the Anthropology of Development by colleagues of mine.

Mineral exploration has had an important impact on the Indians of the Chibougamou and Nouveau Québec regions. The earliest government geologists had entourages of Indian guides and workers, who played critical roles in the expeditions. They directed Low and Obalski to the outcroppings and provided the labour force for the initial prospecting operations. Since World War II, these same Indians have been used more intensively as the exploration companies increased their activities in the region.

The McGill-Cree Project gave considerable attention to the quality of relations between the companies and the Indian population. As their hunting economy ceased to be viable, Indians were forced into other forms of employment in the Euro-Canadian economy. One of these new "opportunities" was in mineral exploration activities, in which the Indians were used as line-cutters, stakers, and prospectors' assistants. Company officials pointed out to McGill researchers the advantages of having Indian workers, since they were at home in the bush, did not require elaborate camp facilities, and did not (as whites sometimes did) get lost in strange territory.

In Mistassini, mineral exploration provided about 18% of the total employment in the summer of 1967. *But not a single Indian was hired on a permanent basis.* Other than a couple of men who carry out some contract work, the rest of the Indians are employed for a few weeks and are then laid off for a few weeks. They may earn $10 or $12 a day, when they are working. Mr. LaRusic's own research report states:

> [The Cree Indians] are still employed in industries on the same conditions and level in which they entered them a dozen years ago. At that time they were cast in the role of a cheap labour force, available and willing natives in the new colony of the north. They could make up the needed gangs of unskilled labour. Convenient, for they were there year-round, an almost captive labour force, which did not have to be provided with any of the most fundamental demands of White workers from the south: job security, advancement, equivalent pay, steady employment, or even the dignity of being accepted as an equivalent member of the human race, the Cree Indians became an important asset to those who were developing the mining and tourist industries in the region. (LaRusic, *From Hunters to Proletarians,* ARDA, 1968, pp. 18-19.)

It should be added that in at least one case when white workers at a nearby mine struck, Indian exploration workers were quickly fired in order to take on the idle Whites. Government reports on the Mackenzie Delta suggest that these patterns are not limited to Quebec.

It gets worse. The McGill-Cree project found that individual prospectors frequently exploit the Indian's ignorance of legal procedures and even prospecting custom. The Indians of the Waswanipi-Mistassini region range over an area approaching 70,000 square miles. They turn up interesting rock specimens which they bring to town and show, often after having been treated to several drinks, to prospectors to evaluate. The latter have the Indians show them the location of the find, and then stake it in their own names. The payment for the Indian, who could stake the claim himself if he were trained in the legal, survey, and other technical knowledge required, is the few days work involved in staking the claim for the prospector and on a couple of occasions a cash payment of one or two thousand dollars. The prospector realizes twenty to thirty times that on the claims. Such practices—which certainly vie with the trading of trinkets for beaver pelts in infamy—cannot be the pride of a major industry in the twentieth century, and they are particularly abject since they are inflicted on a people who have contributed so much to the development and sustenance of that industry.

This is but the briefest excursion into the actual sociology of mineral exploration. Other aspects, from relations in work teams to the increased incidence of forest fires due to White explorers could be elaborated as well. Field teams of applied researchers are part of this total employment and exploitative picture. (The geologists we talked to never denied any of this, and were piously embarrassed.)

We argued that some part (originally 5%, later only an unspecified but firm commitment of part of the general funds) of MERI's resources be spent on applied social research, programs, and other aid to the communities and populations most affected by mineral exploration. We enumerated many possibilities for expending such money, from experiments in training, supplying, and supporting Indian and Eskimo exploration of their own regions, to sponsoring a conference of northern peoples on mineral exploration and development, to training programs in business and legal as well as geological skills at school and adult levels, to legal aid for cases arising from the exploration process. To ensure close cooperation and interaction at the frontiers of exploration research and geography, we argued that MERI itself should have a social research and program unit: there are plenty of social research reports already, and the problem is to build them into the process of exploration. Our suggestions were as activist and "applied" as MERI's own.

We won.

That is, we won—and then we lost. On December 4 the Academic Policy Committee accepted the modifications we proposed as conditions of our sponsoring MERI. It was to hire, early on, a social scientist; it was to spend general funds on viable programs in the spirit of our examples; it was to support inquiry into social implications of any project that had them. The geologists accepted all this, then made a few last-minute technical corrections of their own, and we all went home.

The next morning someone had second thoughts. The Committee on Research asked APC not to forward its report since it claimed MERI had been substantially modified and wanted to review the whole affair. There, in a lame-duck committee with no students or young staff members on it, our wording was summarily shot down (no one from APC was asked to summarize our reasoning, and "MERI and the People" was not circulated). Back it came to APC, with no new arguments but the threat of compliance or impasse. There had been, in fact, no formal motion to reconsider our decision, and none would have passed. Instead, by a 4-3 vote (a chemist changed his mind and a student lawyer, of course, ab-

stained), APC agreed to delete all serious possibility of dealing with the plight of northerners in even so small a way as we proposed. Instead, MERI will, weakly, "include provision for research concerning social consequences"—how such research is to be done, by whom, or with what internal feedback, Senate did not ask it to reveal. It's called Good Faith and substitutes for putting any money where the conscience is.

Nearly all the earlier debate in APC was repeated at Senate, except that those Senators who play to the non-existant gallery and those who don't read their documents helped cloud the issues. What was remarkable to me was how many of them denied it was happening here (and you can find your historical parallels where you will).

It was argued that most of the research would be done in labs, not in the field; that it wasn't really McGill's Institute at all, so how could we dictate to it; that anthropological research was designed to keep people in cultural zoos—the antithesis of the argument for change we were making; that social research was fine but not here where it was seeking irrelevant parasitism on "real" science and could not stand on its own merit (when they get convinced of merit they then say it's not merit at all but priorities, so go away anyway); that since our suggestions couldn't solve all problems we might as well not work on any. On the other side, pollution in Montreal and predictions of ecological doomsday were tossed in as reasons for supporting APC's original strong wording. And, after 3½ hours of senator debate, to hell with the social scientists and their concerns.

Except that the issue was never social scientists, but indigenous Canadians, and others without voices or power in our society. McGill has proposed and disposed, and MERI's own field crews and their industrial friends will soon force all the Indians and Eskimos onto welfare and into hopelessness, whereupon, unfree to choose an alternative, they may well become more like us.

At any rate they will not be MERI's worry. Before that, maybe there's still a chance. A geologist from L'École Polytechnique, who was working on the proposal with the APC, said incautiously that if the Good Faith wording had no results he would understand if students and others tore or burned MERI down.

Dan Aronson is Assistant Professor of Anthropology, McGill.

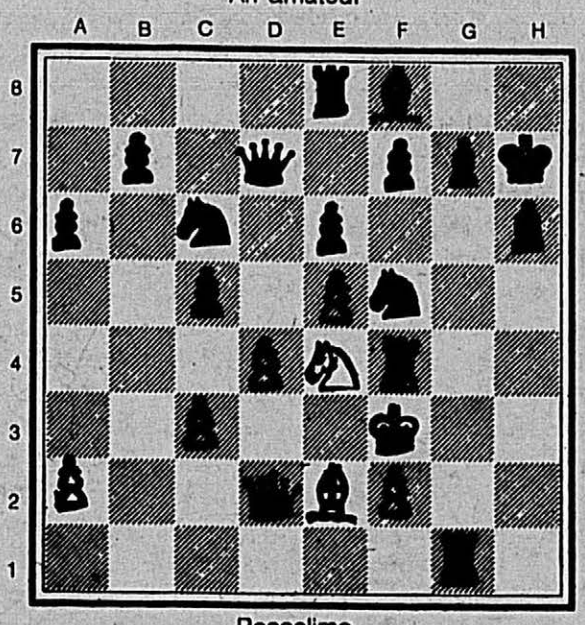
CHESS!

by CAMILLE COUDARI

Beauty is one of the essential elements of art. We have established, already quite long ago, that primo, this element does exist in chess, and secundo, that its nature is logic. Our next step should be then to analyze the various forms of this chessic beauty. However, we can see that such an endeavour would not only require much more space than that at our disposal, but that, from a phenomenological viewpoint, it would also be necessary, as ground for the research, to begin by stating an adequate definition of beauty, a question in which, being a chessplayer and not an aesthetician, I can hardly venture. Therefore, I think that it would be realistic, though more modest, to content ourselves with analyzing today only one aspect of chessic beauty, but the very one which, if chess *were* an art, would make it unique—the sacrifice.

As its name implies, the sacrifice is in chess either the fact of voluntarily offering the opponent an advantage, or the fact of letting him take it. In most cases, the given advantage is a material superiority, though I believe that the waiting move, the "caviar" of chessplayers, can be considered as an even more subtle form of the sacrifice, since the yielding is a more abstract, temporal advantage. Here is first of all an example which illustrates both the material and temporal sacrifices.

An amateur



Rossolimo
Paris, 1944

In spite of the open g and h files Black's position appears tenable, because h6 and g7 are seemingly under sufficient protection. But not in reality! In his first move White eliminates one of the defending pieces and in the second he drives out the king from behind the protecting wall of pawns.

1—R x N! e x R (forced)
2—Q x h + !! K xQ(forced)
if 2—. . . g x Q—3—Nf6 + Kh8 (forced) 4—Rg8 mate.
3—Rh1 + ! K—g6 (forced)
4—Kf4! Q—e6

Now 5—Bh5 + would be ineffective on account of 5— . . . Kh7—6B x f +, Qh6. Consequently, the whole combination would fail without the next quiet move which lends extraordinary, artistic beauty to the solution: 5—R—h8!!

Now the Rook is in control of h7 even after Bh5 +; having surrendered an enourmous amount of material, White seemingly even gives his opponent time to exploit this material superiority. But actually, Black cannot do anything about Bh5 mate. He resigned. A genial combination!

Now the problem is for us to understand why moves such as—Q x h + or Rh8!! arouse enthusiasm, admiration, pleasure, all in all, *aesthetic feeling*. Let us see what the Ancients had to answer to this question. I think that their views are best expressed by Rudolph Spielmann (1883-1942), undoubtedly one of the greatest attacking players of all times, in the introduction of his famous "The Art of Sacrifice in Chess" (italics mine):

"The beauty of a game of chess is usually assessed, and not without good reason, according to the sacrifices it contains. Sacrifice—that is *a hallowed, a heroic thought!* The individual comes forward in a spirit of *chivalry* and immolates himself up as did Winkelried in the battle of Sempach.

"Sacrifice for an idea calls forth in us *homage* and *admiration* even where the idea itself may not meet with our full approval. In chess, in which we like to see a counterpart of life, a sacrifice raises similar feelings in us. We are inclined, *subconsciously*, to rate a sacrificial combination more highly than positional play. We *instinctively* place the *moral value* above the *scientific*. We honour Capablance, but *our hearts* beat higher at the mention of the name of Morphy. *The magic* of the sacrifice grips us."

The outstanding feature of this passage is that one is just as ignorant about the nature of the beauty of sacrifice at the end as at the beginning. In what is an explanation of the beauty of sacrifice, Spielmann manages to throw in mythological, ethical, and emotional considerations, which, at the most, may give us some information about what *his feelings* towards sacrifice are, but which can in no way give to the reader any insight into the nature of the beauty of the sacrifice itself. Not only is he completely off the track when he speaks of "the moral value" of the sacrificed piece (I fail to see what moral value falls upon my Queen when I sacrifice it for a piece or two!), but all his emotional, metaphorical terminology (seriously, the *magic* of the sacrifice?) shows that his whole approach is more poetic than anything else, and that, although he may have performed innumerable and beautiful sacrifices throughout his life, he never had any rational, clear, conscious, understanding of the sacrifice. Although this is hardly an evil in itself (it becomes a crime when one has pedagogic pretentions for the inherent vagueness of an emotion), sensitive teaching is only liable, at the very best, to make the learner waste his time, but more probably, to put ineradictable confusion into his mind.

When I realized that this passage was the best traditional explanation of the beauty of the sacrifice, I felt sick. When I realized that this emotional impressionist approach to education, with all its beautiful and empty phrases, all its dust in the eyes, all its *vasage,* as the French Canadians nicely put it, that all this was not the particular case of a Spielmann, nor, limited to chess, but rather the natural extension to this field of a two-thousand year old and still universal educational approach to all strictly non-scientific disciplines such as literature, philosophy, etc. . . ., I felt sicker. A few weeks ago, I expressed in this column the opinion that chessic education, education in general, and college education in particular, are comparable to the content of a garbage-can. The more I think of it, the more I find the hyperbole too modest. At the risk of being obscene, I will reveal that I have been studying Latin since eight years, and Ancient Greek since six years. As a result of this fascinating experience, I have come to three conclusions: primo, that I will never really know Latin or Greek; secundo, that our concept and methods of education have hardly evolved since the Sophists and the Rhetoricians; and tertio, that human narrow-mindedness, conservatism, or whatever you may call it, is unlimited. Anyway, to come back to chess, the only thing I can do is to heartily recommend all chessplayers and especially beginners, to always be very critical towards any form of chess literature, and to always bear in mind that there are, so to speak, tons of bull, perpetually thrown at them.

Thus, the traditional concept of beauty in sacrifice being of absolutely no help, we must strive to understand it on our own. Actually, why the sacrifice provokes in us pleasure and aesthetic enjoyment is a very simple problem to solve.

The basic aim of chess is to win the opponent's King or at least so many of his pieces that mate will be unavoidable in the long run. Thus, it would be *logical* to think that all the stratagems, manoeuvres, etc. . . ., of chess tend towards this end. Now when we consider that the very idea of a sacrifice is to yield an advan-

continued page 12

***Chess**/from page 11*

tage to the opponent, we realize that such a concept is *in contradiction* with the nature of the game. Of course, this contradiction is only apparent since what the sacrificer gives with one hand, he will later on take back, with interest, with the other hand. Still, as far as the *sacrificing move* goes, it is in contradiction with the spirit of the game. And therein lies, I believe, the essence of the unique aesthetic feeling of which the sacrifice is the source: the amazing existence in this game of the pure logic of an *illogical* and yet *sound* conception. That is all clean and simple. No need for Winkelried or magic. To sum it all up, we now can say that essentially, the beauty of sacrifice is the beauty of *paradox*.

FILM MYTH

by RONALD BURNETT

Film is a mystified art. The techniques needed to place an image on a strip of celluloid are some light, a box, a lens, and a couple of chemicals. Other than that one needn't even have eyes. Some South American filmmakers throw their cameras high into the air and in the ensuing free fall the camera records its experience. Other filmmakers have studied the dripping of water for three hours. The films seen in theaters are finished products. They have been ground into shape in order to fit a certain ideology about film and art that profits not the spectator but the money-minded producer.

Because film is that experience fifty feet away from you on a screen, an essential point is forgotten: film is a tool for exploring environments. The final outcome of the cinematic experience is never really found on the screen because film is essentially a creator's art, not a spectator's art. The involvement you feel in a suspense thriller or war movie is not evidence for the strength of film in particular, but for the strength of the underlying mythology which governs popular culture. This mythology is something which can be learned about through the actual process of making a film, in other words, through a self-conscious involvement with the tools of the medium. It is not accidental that film houses are designed like theaters. This is meant to preserve the image of film as an art that can only be handled (and manipulated) by God-like technicians, and by people who have learned a supposedly complex and highly professional language.

The feature film is an ill-defined category. To some it means a story, to others a film that is over sixty minutes long, and to the majority it is defined as the foundation of cinematic expression. The feature film is designed around an ethic of profit-making that determines the form and most of the content of the creative effort. Yet quite obviously attaching the name "feature film" to an experience of two hours is an arbitrary designation, made to sustain a myth about what film should be.

In Canada, communication about film is strictly one way: from the top down. It is not surprising therefore that a corporation has been set up to promote film from a commercial point of view. The Canadian Film Development Corporation was given ten million dollars to play with. Its fear throughout its early history was that it would not realize any return from its investments and therefore within a short space of time would go bankrupt. This led it to tell filmmakers that they must come up with a commercially viable product. Their idea of commercial viability was to be founded not on aesthetic standards but on whether a filmmaker could sell his idea to a distributor. A partnership could then be worked out with the corporation and the distributor: one of the results has been a flood of cheap Canadian Hollywood films.

What is under attack here is the curious conception of film that dominates the Canadian scene. It is symptomatic of a great malaise, the victim being not the *filmmaker* but the *spectator*. Apparently, the latter is prevented from self-expression through a readily accessible tool because a small hierarchy—whose only motive is commercial gain—dominatess The real status of Canadian film can be seen in the home movie. Of all the popular myths about film, the one of "inaccessibility" is the greatest. Unlike other arts, a knowledge of film technique will only help in a limited way. In a sense the best method to learn about film is to play with it. After playing with it you intuit a theory. That theory becomes the framework for your technique. If you feel that you do not have the ammunition with which to attack film (i.e., the knowledge of technique) then take a camera, place it on a tripod in the middle of a shopping center and let it run. The result may not excite you as much as James Bond thriller but it will give you insights into the simplicity of seeing, which is what the camera is all about.

The avid film goer is a repressed individual. He is repressed first by the economics of film. He must pay over two dollars to see high-budget films, and in most cases he can predict the plots and they rarely have to do with the life he lives. The spiralling cost of films is designed to keep cinematic production in a rarefied economic ivory tower to which not many can ascend. This removes a popular art from the hands of the people. The popularity of 8mm and super 8mm cameras is evidence of the desire of many people to get involved with *seeing* their environment. If anything, the potential of film lies in the hands of the thousands of individuals for whom it has become as commonpdace as a ball-point pen.

Mr. Burnett is a graduate student, English Department, McGill.

NEWS BRIEFS

Cancellation of Lectures

All lectures and laboratory periods will be cancelled on Friday and Saturday, February 20th and 21st, 1970, for the Winter Carnival and the mid-term week-end holiday.

Gault Estate to be nature preserve

In the interests of the Quebec community and in concurrence with the recommendations of the Quebec panel of the International Biological Program, McGill University has announced a policy designed to maintain the Gault estate on Mont St. Hilaire as a nature preserve.

The estate, bequeathed to McGill by the late Brigadier A. Hamilton Gault in 1958, is located 25 miles south-east of Montreal, covers 2,285 acres and contains a natural fresh water lake, Lac Hertel, 80 acres in extent and 30 feet deep. The estate has proven invaluable as a magnificent field laboratory in natural sciences, while for the public it has been a place of continuous enjoyment and pleasant recreation.

Dr. F. S. Howes, Chairman of the Estate's Board of Management, said that to effect this policy the estate has to be divided into roughly two halves.

One, a biological preserve, for specialized research and educational purposes, to be available to any educational institution. The Gault estate is a place of immeasurable value to natural scientists: 540 species of plants, some of them unique, have been catalogued; six major types of forest complex can be distinguished; over 125 species of birds have been observed and 27 animal species.

Two, an area to be developed as a Nature Trail and recreational area. A group of experts of the National Audubon Society of America has been requested to draw up a master plan for such an area. Implementation of a Nature Centre will involve a lot of work and money and the University will attempt to find the resources once the development plan is finalized and authorized.

The objectives of the nature trail area are to allow people to enjoy the beauty and peace of an undisturbed natural environment, whilst simultaneously providing an elementary understanding of the ways in which nature works.

These objectives are endangered by the indiscriminate incursion of ecologically disturbing elements such as motorized vehicles and the University must restrict them on the estate.

Internal combustion engines, such as motorcycles and snowmobiles, cause a great deal of noise disturbing resident animals, particularly during winter hibernation. They pollute the air with poisonous gases, the vegetation with lead residues, and the general environment with oil and gasoline residues destroying the delicate balance of the complex biological system. The value of the Gault estate as a nature preserve would be totally destroyed and another section of the "free" world would succumb to the ravages of pollution.

The general public, however, will continue to be welcome to ski, snowshoe or just to enjoy the clean air and the natural beauties of the Gault estate.

Staff Changes

Staff changes for the period January 7-January 19 have been announced by the Board of Governors as follows:

Promotions or Change of Status: Professor R. H. Mankiewicz, Institute of Comparative and Foreign Law to become post-retirement Professor from September 1970.

New Appointments: Part-time, Experimental Medicine—D. Trachewsky, Assistant Professor; M. Chrétien, Assistant Professor; J. Genest, Visiting Professor; R. Boucher, Associate Professor; A. Barbeau, Assistant Professor; O. Kuchel, Visiting Professor; W. J. Nowaczynski, Assistant Professor; O. H. Eilson, Assistant Professor; J. Davignon, Assistant Professor. Full-time—H. P. Glenn, Assistant Professor, Faculty of Law (January 1971); R. F. Martin, Assistant Professor, Geology (September 1970); M. E. Best, Visiting Lecturer, Physics (January 1970 to May 1970).

Administrative: A. A. Tunis, Building Director, 3587 University Street (January 1970 to May 1970).

Leaves of Absence: E. Mountjoy, Associate Professor, Geology, from January 1 to May 31, 1971, to take a planned study trip to New Zealand and Australia;

John Taylor, Associate Professor, Mathematics, for one year commencing September 1, 1970 in order to study in Paris;

D. A. Dawson, Associate Professor, Mathematics, from January 1 to August 31, 1971 to complete some research projects;

A. M. Mathai, Associate Professor, Mathematics, from September 1 to December 31, 1970, to pursue studies in statistics in California, Japan, and India;

J. Gilchrist, Assistant Professor, Graduate Nursing, extension of leave, on part-time, for one year commencing September 1, 1969;

J. H. Milsum, Professor, Bio-Medical Engineering Unit, for one year commencing August 1, 1970.

Resignations: J. V. V. Nicholls, Professor, Opthalmology, effective July 1, 1970, to accept appointment at University of Western Ontario and the Victoria Hospital, London;

D. M. Carmichael, Assistant Professor, Geology, effective June 30, 1970, to accept appointment at Queen's University;

Constance Beresford-Howe, Associate Professor, English, effective August 31, 1970;

A. Roncaglia, Visiting Professor, Italian, unable to accept appointment for five months from January 1, 1970.

David Jones wins Rhodes Scholarship

David Phillip Jones, B.A. 4 (Chemistry) and a native of Calgary, Alberts is the recipient of a 1970 Rhodes Scholarship for a student from the Province of Alberta.



David Jones, Rhodes Scholar

Information Office has new location

The McGill Information Office, which formerly occupied a part of the 6th floor of the Administration Building, moved three weeks ago to a new location at 3587 University Avenue.

Located at the new address are all of the various services of the Information Office, i.e., *McGill Reporter,* Publications Service, Translation Bureau, News Service Bureau, and Photography.

The move releases much needed space in the Administration Building. Its most likely tenants are Data Processing and the Planning Office.

Six McGill students awarded Athlone Fellowships

Six McGill engineers are among 48 Canadians to have been awarded Athlone Fellowships in 1970 to work and study in Britain for one or two years before returning to work in Canada. They are: Murray Clamen, B. Eng. (Civil) 5; Paul R. Kenton, B. Eng. (Elect.) 5; David Levine, B. Eng. (Civil) 5; Mark L. Mittleman, B. Eng. (Civil) 5; Robert M. Pitblado, B. Eng. (Chem.) 5; and Toomas Ruberg, B. Eng. (Met.) 5.

The awards are financed by the British Government and cover travel costs, living expenses, and any academic fees involved.

Continuing Education offers summer business program

This summer the Centre for Continuing Education will offer a program of courses in Business and Management. Of a total of twelve courses, six are part of the Diploma in Management series and six lead to a Certificate in Management.

The courses to be offered in the Diploma program are:

Business Statistics—Professor Teitlebaum
Accounting—A Management Approach—Professor Duff
Business and Industrial Psychology—Professor Kanungo
Social and Economic Environment of the Firm—Mr. Saba
Data Processing and Computers—Professor Ratzer
Introduction to Marketing Management—Professor Shapiro and Mr. P. M. Parikh.

Each course will comprise 20 lecturers of 2½ hours each and given two nights a week for ten weeks. The exception is Business Statistics which will be given three nights a week for seven weeks. Classes start the week of May 12.

The six courses in the Diploma Program are restricted to university graduates and by completing eight such "direct entry" courses with high standing students are considered, upon application, for direct admission into the second year of the MBA program at McGill.

Application must be in person at 772 Sherbrooke St. W., May 4 to May 8. Students who expect to graduate from McGill in the spring of 1970 will be permitted to start the program even if they have not received official notice that they will graduate as "provisional" students. Otherwise, proof of graduation must be given. Students seeking counselling may make appointments with Professor David Robertson prior to or during the registration period.

The six Certificate courses, which will also start on May 12, are open to students with a minimum of High School graduation. They count as credits for the McGill Certificate in Management which is given in such fields as marketing, administration, systems design, insurance, etc.

FEEDBACK

FEEDBACK WELCOMES OPINION FROM ITS READERS, ON AND OFF CAMPUS. LETTERS SHOULD BE SHORT, MAXIMUM OF 500 WORDS.

Sports Writer

I appreciated the 10 February issue of the *McGill Reporter* devoted to University Operating Grants. I did not enjoy the opening article, occupying the front page and attributed to you. The quality of the journalism in that article was unforgivably low:

> It's that time again. The annual hustle for a fatter piece of the Quebec green stuff for university operating grants is in full swing. On January 29 both the universities and the general public were given a pretty fair idea as to how the pie is likely to be sliced in 1970-71.

If that hadn't been on the front page I might have mistaken it for something a rookie sports reporter had intended for the back page of the *McGill Daily.*

> Other universities undoubtedly will also be there seeking upward mobility on the part of the Council.

I think this is deplorable. I might as well be reading the *Montreal Star.* Is there no one on the staff who can write a coherent English sentence?

Neil Sargent
Dept. of Meteorology

P.S. "The McGill Reporter has no editorial prejudice." This has got to be the most unsophisticatedly presumptuous claim I've read in a long time. Do you honestly believe that's true, or even possible? How many publications do you know of whose editors do admit to an editorial prejudice? If you're not proud of your power to put ideas into words, perhaps you should turn over the position of editor to someone who would be.

The Parts Left Over

I read with a great deal of interest the article "The Parts Left Over" in the January 6th edition of the *Reporter.* Your account of information discarded by a mysterious woman and picked up by the cleaning staff during his rounds was a bit much. It was exciting journalism, I must admit, but a bit sick. You are capable of better than that. Therefore, I am attributing it to a bad day in the office and your pen becoming an outlet for suppressed emotions!

P. M. Matthews
Director,
Personnel Department

The Hill Legacy

I have just read the report of the Senate debate on the legacy left in 1962 by Miss Hill. Of course the Senators who voted to give back all the money were quite right. The misguided old lady had probably seen able and needy young Protestants in her community and tried to help them get an education. She certainly should be prevented from indulging such a bigoted impulse. The difficulty would have been avoided if she had left all her money to her own relations. No doubt she had been making annual donations to the Protestant Federated Charities without realizing how bankrupt she was of moral judgement and no McGill Senator had ever pointed it out to her.

Now another very bad aspect is that her legacy not only is confined to Protestants but also is confined to Students. There is no regard for underprivileged citizens who also need their share. It is not easy to say who is underprivileged and a means test would be repugnant. I realize it is quite impractical to give every Canadian his share of the $800,000 because it would take a 6 cent stamp to send each one 4 cents but one could reduce the number of recipients somewhat by excluding undeserving groups like the Directors of Noranda Mines.

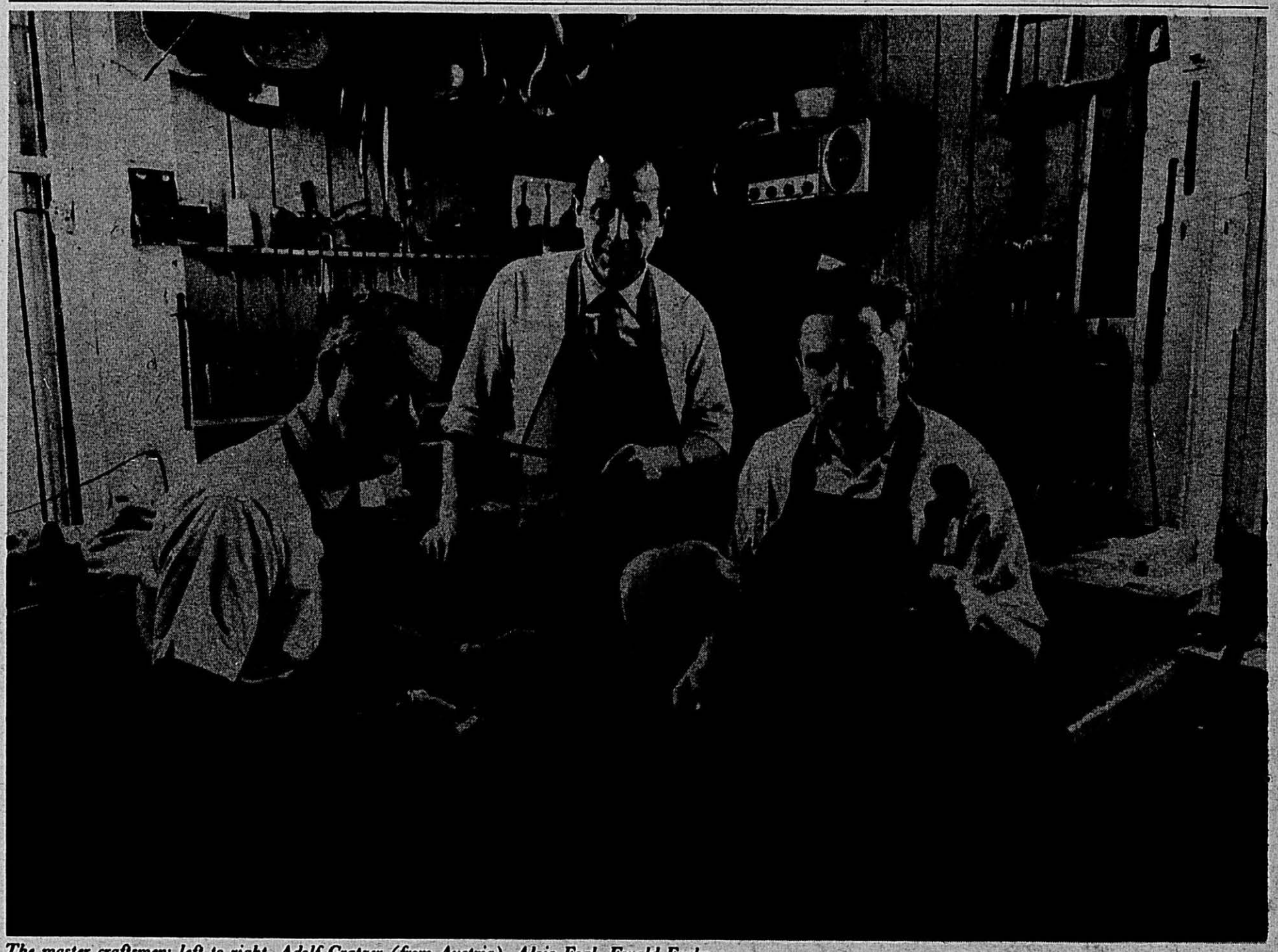
Can it be confined to Canadians? . . . I'm also worried about . . .? I think I'll leave further consideration to the Committee.

Incidently I trust that any Protestant Senators who were ever left money by their mothers or aunts will send it right back.

A. C. McKim

THE MASTER CRAFTSMAN

by STEVEN FREYGOOD



The master craftsmen: left to right, Adolf Gratzer (from Austria), Alois Fogl, Ewald Fuchs.

"I am a happy man in my profession, but I don't encourage even my own children to enter it with me." Alois Fogl is a Master violin maker. With Master's papers turned out by the millions for academicians, with the Master's degree becoming almost a basic requirement for most professions, we have lost our understanding of the title of Master. Our society does not respect the title of Master, students no longer respect the value of this title, and consequently are losing the sense of competence, of achievement which should accompany the conferring of Master's papers. Perhaps this state of affairs isn't so bad, but my attitude toward the concept of the university degree was certainly changed after my meeting with a man who grew up in the old guild tradition.

For nineteen years Anton Wilfer, Ewald Fuchs, and Fogl have been repairing and occasionally building string instruments in their little violin shop. They are all related and all came from Czechoslovakia. Fogl talks about his craft with a certain passion and not a little bitterness that the crafting of violins is no longer profitable. A little more cheerfully Fuchs said, "We still make the occasional violin, just to keep our hand in." Although the manufacture of fine string instruments is no longer economically viable, particularly in North America, Fogl doesn't see a gloomy future for the craft, only change. Many centuries ago both painting and architecture were collective arts as the film industry is today. Now the crafting of string instruments has changed from a collective to an individual art form. Consider Fogl's background.

He learned his trade in the part of Czechoslovakia lying next to the German state of Saxony. Only one industry was established in the region, the production of musical instruments—strings in Luby, woodwinds and brass in Krastlice, accordions across the border in Saxony. Fogl learned to make bows, for everyone specialised. His father-in-law, Anton Wilfer, for instance, crafted scrolls. Each man learned to craft a complete violin, and then specialized. Fogl made a point of contrasting this process of manufacture with the assembly line production of "commercial" violins. It was a home industry with even small children taking part. To become a competent craftsman required 3½ years of study, part school, part shop training. During this training period the student was not paid and only became a paid apprentice after passing examinations (which also included some ability as a performer). Today, the additional exams for Master's papers are still given in Germany but Fogl doesn't seem to think much of them, preferring the growth of a Master by experience rather than examinations.

Unlike pianos and winds, string instruments must be handcrafted. Wages and the cost of materials are constantly rising. Furthermore, musicians seem to be looking for old violins. As a result the industry is dying out in Europe and is not likely to develop in North America except for the production of cheap student instruments.

Yet the craft is not disappearing. On the contrary more and more amateurs are building violins as a vocation. How do they learn? Though most have closed, a few schools are still to be found, at Schönbach in Czechoslovakia, at Mittenwald in Bavaria, and a private school in London (the others are state-run). There are none on this continent. Others learn from books, especially *Violin Making As It Was and Still Is* by Allen (available at the Faculty of Music library). The Quebec government recently provided a grant for one student to learn the craft in Europe. Robichaud, a Canadian, has a shop on St. Denis, and composer Jean Papineau-Couture also has a reputation as a violin maker.

It is an expensive hobby. Materials for a single violin might cost $100 and it would be

wasteful not to make two or three at once. This of course does not include the cost of tools, the material for a bow, and the four to five weeks of labour that go into the project. By repairing cheap or worn instruments, then by talking friends into letting you repair their instruments, you may learn enough to begin building an instrument of your own. After several years you may have enough skill to complete a successful instrument. For your trouble and expense you are not likely to get more than $500 for a violin, and you probably won't sell very many at that. At least you can earn some money by doing repair work, which is exactly the position of the trained violin maker today.

Repairmen for string instruments are in short supply but the situation is not likely to improve. Large music stores don't like to maintain repair departments because they just aren't profitable. The men at Wilfer's violin shop work 10 to 11 hours a day for a six-day week. Meanwhile the cost of living and the cost of materials continues to rise. Musicians don't usually have a great deal of money either. Wilfer's shop doesn't have either the space or the time to train apprentices. In the last few years the market has been flooded by cheap instruments which may cost almost as much to repair as to purchase. Fogl pointed out that the Japanese have excellent taste. "They buy beautiful old instruments and export junk." Continuing, he suggested that the increased number of Japanese performers on Western instruments may help to create a demand for master violins made in Japan. In the United States the situation is similar. All the best instruments are imported. Fogl agreed that the Canada Council ought to consider grants for the training of instrument makers as they do for sculptors.

Fogl talks with self-assurance and precision about his vocation. Yet his work is also people. I have watched him seriously discussing an 85¢ sale whether his customer is a famous cellist, a bedraggled kid with long hair and a beat-up guitar, or an Indian with a damaged sitar.

Probably the self-confidence of these craftsmen comes from knowing that they, unlike most academicians, are not expendable.

COMING EVENTS

FEBRUARY 20 TO FEBRUARY 27

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

COLLOQUIUM ON EXACT PHILOSOPHY: Speaker *School* to March 15. Montreal Museum of Fine Arts, 1379 Sherbrooke St. West.

COLLOQUIUM ON EXACT PHILOSOPHY: Speaker. Charles Castonguay (McGill). Topic: A theory of intesions; 4:00 p.m., 3479 Peel St.

EXHIBITION: German Expressionist Graphic Art; 18 lithographs, etchings and woodcuts by Barlach, Faininger, Gramatté, Grosz, Müller, Nolde, and Schmidt-Rottluff. Weekdays from 1-6 p.m. Gœthe-Haus, 3418 Drummond. Tel: 849-2244.

CINEMATHEQUE CANADIENNE: At 7:30 p.m. showing *The Land* directed by Robert Flaherty (USA 1939-1942). At 9:30 p.m., Films hollandais VII. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tel: 844-8734.

LECTURE (in German). Peter Ruhmkorf on Der antiauthoritare Kindervers. 8:30 p.m., Gœthe-Haus, 3418 Drummond, tel: 849-2244.

LECTURE SERIES IN EDUCATION TECHNOLOGY, at SGWU. Speaker: Dr. Willard Congreve, Superintendent, Newton Iowa Public School System, Newton, Iowa. Topic: Educational Technology and the Schools. 8:15 p.m., Room H-635, Henry Hall Building.

MEETING: Curriculum Review Commission, 9:30 a.m. in the Arts Council Room.

PHOTOGRAPHIC EXHIBITION OF EAST AFRICAN WILDLIFE sponsored by Redpath Museum, McGill and the Zoological Society of Canada. Photographer: Norman Myers, Nairobi, Kenya. Main Concourse, Place Ville Marie. Open daily, admission free.

PINTER PLAY; *The Birthday Party*, at the Centaur Theatre until March 1. 453 St. François Xavier Street, Old Montreal.

POETRY AT SGWU: Ron Loewinsohn and Robert Hogg, 9:00 p.m., Room 651, Hall Building. Admission free.

STREETNOISE: 12 midnight Friday to 6:00 a.m. Saturday, CFQR, 92.5 mcs. Interview with Dr. Spock centered on his views of the "just society." Dave Berg presents a satirical look at North American society. Talk on the evolution of contemporary popular music from Jazz to its present day form. Discussion on the ecological imbalance caused by pollution and the possible fate of mankind if it is not corrected. Black Studies, and the *Showboat* road show are an integral part of the evening.

McGILL WINTER FESTIVAL: Ski day at Belle Neige. Ski dance or rap session with continuous music by the Floyd Jones Group. Buses leave Roddick Gates between 8-9 a.m. for all day activities and at 4 p.m. for entertainment after dark.

SATURDAY—21

FILMS at the Saidye Bronfman Centre of the YMYWHA: showing *The House of the Sleeping Virgin*, directed by Kozaburo Yoshimuro (Japanese), and *Neighbours*, animation by Norman McLaren (Canadian), at 7:15 and 9:30 p.m. 5170 Cote St. Catherine Road, tel. 737-6551.

McGILL WINTER FESTIVAL: Festival Blanket Concert. Entertainers include Tom Paxton, Jesse Winchester, Penny Lang and her band, Bruce Murdoch, Bert Mason, Tex Koning, and Judy Henderson. 7:30 p.m. in the Sir Arthur Currie Gym.

SUNDAY—22

CONSERVATOIRE DE MUSIQUE DE MONTREAL: Concert de musique de chambre de l'ensemble Paul Kuentz. 20h30, Salle de la Bibliothèque Nationale, 1700, rue St-Denis.

MONDAY—23

BOTANY SEMINAR: Speaker Dr. S. Lindroth, Prof. of Comparative Natural Sciences, University of Uppsala, Sweden. Also showing a 20-minute film *Carolus Linnaeus,* 4:00 p.m., Room W4/12 (Botany Seminar Room), Stewart Biology Building.

McGILL WINTER FESTIVAL: Featuring Sly and the Family Stone, Fifth Avenue Band and the Jam Factory. 8:00 p.m. in the Forum.

MEETING: Board of Governors, 4:00 p.m., Room 609, Administration Building.

MEETING: Committee for the Continuing Review of University Government. 4:00 p.m. in Room 608, Administration Building.

ORGANIC COLLOQUIUM: Speaker Professor K. Weisner, University of New Brunswick. 5:00 p.m., Room 428, Otto Maass Building.

McGill English Department
presents
Dublin Theatre Company
in
SMOCK ALLEY
or the fortunes of an
Eighteenth Century Theatre

Moyse Hall, Arts Building
Sunday, February 22 at 8:30 p.m.
Admission—$2.50, Students—$1.50

Tickets from Students Union Ticket Office,
3480 McTavish Street, or at the door.
Reservations
(until 4:00 p.m. Friday) 288-2062.

TUESDAY—24

BOOK DISCUSSION GROUP: McGill Women Associates discuss *The French Lieutenant's Woman* by John Fowles. 8:00 p.m., 11780 Grenet, Apt. 4. Info: 288-3968.

MEETING: Faculty of Arts and Science. 3:10 p.m., Leacock Council Room.

SEMINAR: Biochemistry Department. Speaker: Dr. Morris Kates, Professor of Biochemistry, University of Ottawa. Topic: Chemistry and Metabolism of Glycerol Diether Lipids in Halophilic Bacteria. 4:00 p.m., Room 924, McIntyre Building.

STAR DOLLAR CONCERT: Conductor Franz-Paul Decker; soloist Jon Vickers, tenor. 8:20 p.m., The Forum, Atwater and St. Catherines, ticket holders only.

TRIBUTE TO MOLIERE: La Comédie Française presents *La Troupe Du Roy* and *Amphitryon.* Maisonneuve, Place des Arts. Student tickets ($1.00). Apply in person at CCA, 1822 Sherbrooke W. (basement).

TALK: The Department of Chemistry. Speaker: Dr. W. Siebrand, Division of Pure Chemistry National Research Council. Subject: Aspects of Inorganic, Physical and Theoretical Chemistry. 3:00 p.m., Room 10, Otto Maass.

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WEDNESDAY—25

FILM ON ART: Museum of Fine Arts shows *Paul-Emile Borduas.* (21 min., français.) 1379 Sherbrooke St. West.

MEETING: Senate, 2:20 p.m., Leacock Council Room.



In rehearsal for The Pirates of Penzance. *Left, Sharry Flett as Mabel; right, John Smith as Frederick.*

PIRATES OF PENZANCE: Gilbert and Sullivan's operetta presented by the Savoy Society, to February 28. 8:30 p.m., Moyse Hall, Arts Building. Tickets: $2:00 (student tickets two for the price of one on Wednesday, Feb. 25) obtainable at the University Center Box Office.

UBU ROI d'Alfred Jarry. 8:30 p.m., théatre du centre universitaire de McGill. 3480 rue McTavish. Admission free.

SEMINAR IN MECHANICS: Speaker Dr. W.H. Gauvin (Research Manager, Noranda Research Centre); topic: The Motion of Particles in Turbulent Air Streams. 4:00 p.m., Room 226, McConnell Engineering Building.

THURSDAY—26

MEETING: Senate Academic Policy Committee, 2:30 p.m., Room 609, Administration Building.

POLYMER THURSDAYS: Department of Chemistry. Speaker Professor Jean Michel Charrier, McGill; topic: Grande déformation de Memb Elastomériques.

SEMINAR: Genetics Department. Speaker Dr. Mark Ptashne, The Biological Laboratories, Harvard University; topic: Further experiments with Phage Repressor. 8:00 p.m., N5/b3, Stewart Building. Interested persons are invited to attend.

VERDI: *Repulsion* directed by Roman Polanski to Feb. 28. Cinema Verdi, 5380 Boul. St-Laurent. Tel. 277-4145.

TALK: sponsored by the North American Studies Program. Speaker Leslie A. Fiedler; topic: Red, White, and Black; showing our true colors. 8:00 p.m., Leacock Building.

FRIDAY—27

BOTANY SEMINAR: Speaker Miss Diana Braier, McGill; topic: Trypotophan Synthetase Enzyme in Relation to Pea Plant Growth and Development. 4:00 p.m. Room W4/12, (Botany Seminar Room), Stewart Biology Bldg.

FILM spondored by Goethe House: *Der blaue Engel* directed by Josef von Sternberg, with Emil Jannings and Marlene Dietrich; 8:30 p.m., R. Palmer Howard Theatre, Medical Building, 1200 Pine Ave. West. Free tickets may be obtained by sending a stamped self-addressed envelope to Goethe House, 3418 Drummond, tel: 849-2244.

FRIDAY NIGHT CINEMA: McGill Film Society shows *King of Hearts* directed by Philippe de Broca (France 1968), with Geneviève Bujold. 6:30 and 9:00 p.m., Leacock 132.

SEMINAR: Department of Zoology. Speaker Dr. F. John Verberg, B.W. Baruch Institute for Estuarine and Littoral Science, Columbia, South Carolina; topic: The physiological ecology of intertidal zone crabs. 11:00 a.m. Zoology Museum. Interested persons are invited to attend.

McGill

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Erratum

The February 10 issue of the *McGill Reporter* dealing with the Quebec operating grants situation contained the following typographical errors:

On page one in the article "The 1970-71 University Operating Grants Picture" the table in the first column shows the 1969-70 grant to Laval University as being $34,381,000. The correct figure is $24,993,000.

On page 15 under Table 3 the figures represent Laval as receiving 26.8 million according to the Ontario formula and 22.0 million by the 17 January formula. What should have appeared is 22.8 million according to the Ontario formula and 26.8 million according to the 17 November formula. Also the third column in that table should be headed by "16 Jan" and not "16 Nov".

McGill reporter

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EDITORIAL POLICY
The McGill Reporter has no editorial prejudice. It is open to contributions from anyone on any subject, and is responsible for presenting, concurrently or serially, a balance between points of view.

DEADLINES
Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.

Published weekly by the Information Office of McGill University, 3587 University Street, Montreal 110, Quebec, and distributed free of charge to faculty, students, staff (on campus), and Graduates. Off campus, 15¢. Subscription rate, $5 per year.

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PRINTED IN CANADA

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